

SECRETARIAL NOTES  
ON THE NINTH ANNUAL  
CONFERENCE OF DEANS AND  
ADVISERS OF MEN



HELD AT  
THE GEORGIA SCHOOL OF TECHNOLOGY  
APRIL 21-22-23, 1927

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## TABLE OF CONTENTS

I. MINUTES OF THE NINTH ANNUAL CONFERENCE.	PAGE
1. Opening Session:	
a. The Unorganized Group—Sanders of Ohio Wesleyan.....	5
b. Fraternities—Bursley of Michigan.....	7
c. The Work of the Interfraternity Conference—R. E. Duerr of New York .....	18
2. Second Session.	
a. Student Government—Goodnight of Wisconsin.....	22
b. Automobiles—Fisher of Purdue.....	29
3. Third Session.	
Banquet at Henry Grady.....	32
4. Fourth Session:	
a. Freshmen—Garber of Morningside College.....	35
b. The Student who works to provide expenses—Melcher of Kentucky .....	39
5. Fifth Session:	
a. Luncheon at Emory University.....	47
b. Social Customs—Nicholson of Minnesota.....	47
6. Sixth Session:	
a. Dinner at home of Dean Field—Fun and Business Mixed.....	56
b. Election of Officers.....	57
7. Seventh Session:	
a. Discipline—Armstrong of Northwestern.....	57
b. Personnel—Cloyd of N. C. State.....	63
c. Committee Reports.....	65
II. APPENDIX.	
a. Roster of those in Attendance.....	69
b. Summary of Previous Conferences.....	70

# Secretarial Notes on the Ninth Annual Conference of Deans and Advisers of Men, held at the Georgia School of Technology

April 21-22-23, 1927

## FIRST SESSION

The first session of the Conference was called to order by the President, Dean Field of Georgia School of Technology at 9:30 a.m. The Conference was welcomed and opened by Dean Field in his dual role of host and president. One of the first items of business was a correction in the minutes of the previous meeting. At the Minneapolis meeting Dean Coulter's resignation at Purdue had been announced, numerous tributes to his leadership and loveliness had been paid during the Conference, and, finally, he had been unanimously elected life member of the Conference. Dean Coulter's presence at Atlanta was testimony to the genuineness of this life membership and the omission in the minutes was immediately noted. The Secretary was instructed to make correction, and hereby does.

The first paper on the program was then presented by Dean W. L. Sanders of Ohio Wesleyan.

### THE UNORGANIZED GROUP

I assume that by "unorganized group" we mean nonfraternity men.

I assume that no discussion of the status of nonfraternity men can be entirely divorced from the fraternity question. It seems to me that many of the problems of the non-fraternity men on the campus are in some degree by-products of the fraternity system and that any solution inevitably involves both the fraternity and non-fraternity men.

I speak as one who has had experiences in both camps.

As matters now stand on many campuses there are wrong attitudes between and among fraternity and non-fraternity men. I refer to such matters as feelings of superiority on the part of the "ins" and inferiority on the part of the "outs." The division often rests on artificial grounds. The more the non-fraternity man realizes this the greater is his resentment.

Growing out of the fraternity choices we have social ostracism, often undesigned of course, but ostracism nevertheless. To how many girls are non-fraternity men social pariahs? And how many fraternity men are willing to date with non-fraternity women? These fraternity choices among both men and women not infrequently break up friendships which up to pledging time had been held inviolate.

Another aspect the non-fraternity man faces is the artificiality in determining political preferment on the campus. The set-up is, for the most part, in favor of the fraternity man. The party slates are usually arranged

without the non-fraternity man's knowledge, after which the hand-shaking and back-slapping begins. Elections over, the interest in good fellowships for the non-fraternity men among the politicians dwindles. Now this is not to imply that similar tactics would be wanting if there were no fraternities. I mention fraternity politics simply because it is an aspect of the situation which non-fraternity men resent.

One could speak at length on these matters with which you are all familiar. To my mind the most pernicious aspect is the division of the student body into "Greeks" and "barbarians," the "ins" and the "outs."

#### SOLUTIONS

These are old problems on the American college campus. Among the solutions proposed I note the following:

1. Eliminate the fraternities, say some, or the problem is insoluble. The fraternity system, in their judgment, is the very antithesis of democracy on the campus. More than dislike for the system's grabbing of the places of privilege, these parties despise the attitude which seems to dominate many fraternity men.

2. Others feel that it is the business of the college authorities to provide social opportunities for all non-fraternity men. Dormitories, loosely organized groups, social organizations for all men, etc., are perennial suggestions. How to help these men socially without having them feel that they are being patronized isn't clear.

3. On our campus some one has suggested that in the interest of all the men the "left-overs" who desire group life be divided among the fraternities by lot, provided the fraternities would acquiesce. I can not imagine a situation in which the fraternities would assent to such a proposition; and if they should, it seems to me that it would foster greater artificiality than already obtains.

4. Another suggestion, and one that appeals to me, is the encouragement and development of a more inclusive social life on the campus. I am inclined to think that more varsity affairs, more class socials, more parties under the auspices of the Christian associations, more groups that cut across fraternity membership, more matters in common, would tend to break up fraternity snobbishness. If the democratic leaders among both fraternity and non-fraternity men can be encouraged; if social centers can be established thru which these leaders may function; if the general atmosphere of the college administration is avowedly and truly democratic, perhaps a better feeling will develop.

Whenever this question is raised some one is likely to counter with the statement that there is no more snobbery within academic circles than without; that such divisions are inevitable and therefore why fuss about them? If one takes that view, it is logical to keep still and let nature take its course. If, on the other hand, we believe that a better attitude can be fostered, it behooves us to counsel together on how it may be effected. And every generation of college students will present the problem anew.



Immediately following this paper Dean Bursley of Michigan read the following:

### FRATERNITIES

If one were to look over the minutes of the meetings of the Deans and Advisers of Men for the past five or six years he would find that this topic had been the subject of one or more papers and much discussion at each of these meetings. It is entirely natural that this should be the case, for the fraternity and its problems occupy a large part of the time and thought of most of our ilk. Nevertheless, the frequency with which the subject has been on the program, and the thoroughness with which it has been discussed makes it rather difficult to present any new phase of the matter and to avoid repeating what has already been said.

I think that practically every Dean of Men at a college or university where there are fraternities will admit that in spite of the problems which arise in connection with these organizations and their houses, they are, as a whole, a distinct asset. In the first place, the difficulties inherent in dealing with large bodies of students are materially lessened, as it is much easier to work through these organized groups than it would be to try to reach every member of them individually. At Michigan about thirty per cent of our men are affiliated with one fraternity or another, and we have about eighty of these groups.

A second way in which these organizations assist the college is in supplying living accommodations for such a large number. Of course, this factor is not so important to those schools that have dormitories for their students.

But, in spite of these points in favor of the fraternity system. There are many problems which arise and with which every one of you is familiar. Among them the one that is at the bottom of most of the others is the liquor question. This is an entirely different situation from the one which existed prior to the adoption of the Eighteenth Amendment, I do not mean to say that there was no drinking then, for there was, and plenty of it, but there was practically none in or around the fraternity house. Nearly every one of these Greek letter organizations has on its books a rule or law prohibiting the use or possession of liquor in the house, and formerly, this regulation was rarely broken.

The troubles arising in connection with fraternity dances and house-parties generally trace back to a lack of enforcement of the liquor rule.

The questions as to how many parties a fraternity should be allowed to have, when they should be held, how long they should last, and what constitutes proper chaperonage, are ones the answers to which vary with each college. At Michigan, we place no limit on the number of social affairs allowed each group, but do provide that they must be held on Friday or Saturday night, or the night preceding a holiday. The Saturday dances must close at midnight and the others at one o'clock. By "close" we mean not merely cessation of dancing, but that guests must leave the house, except in the case of week-end house-parties. The only rule we have regarding chaperones is that there be at least one married couple, or married woman, and that the name or names be furnished the office of the Dean of Students at least two days before the dance. We recommend that two sets of chaperones be invited, so as to take care of a possible emergency if one drops out at the last minute, but we do not insist on this.

After several years experience, I have about decided that the only satisfactory way to handle these dances is to provide that each fraternity shall select a faculty adviser, and that this adviser shall countersign the request for a dance before it will be approved by this office. As the names of the proposed chaperones are shown on the application, such an arrangement as this would mean that they also would have to meet the approval of the adviser.

While there is undoubtedly occasional gambling in a fraternity house, I feel pretty certain that with us, at least, this is not a serious problem, as most fraternities enforce the rule against such practices in the house.

What has been said about gambling is also true as to the presence in the fraternity houses of women of questionable character. We do have trouble on this score once in a while, but not frequently.

A more difficult problem, it seems to me, has to do with the practice of some fraternities of inviting young women to dinner without going through the formality of having a chaperone. There is no thought in the minds of most of the hosts or guests that there is anything improper in this practice, but certainly such unconventionalities may lead to embarrassing situations.

One of the strong arguments for having fraternity house-mothers is to provide a permanent chaperone, so that the boys can bring their young women friends to the house quite informally and at the same time without giving any ground for criticism. Of course, an even greater advantage of the house-mother system is that the mere presence of such a woman in the house tends to make the atmosphere more home-like and to raise the general tone and morale of the organization. One place where this is particularly noticeable is in the improvement in standards of table manners and conversation. I do not mean by this that the boys in a fraternity house without such a feminine influence are boors, or that they are unfamiliar with good manners, but in almost any group living by itself, there is a great temptation to become a little slack in the attention paid to etiquette and refinement. A third advantage of the plan is that undoubtedly it tends to reduce the number of violations of the house rules concerning the use or possession of liquor.

The principal objections to the house-mother seem to be the difficulty of finding the proper person, the added financial burden on the active members, and the feeling on the part of many that the boys should be "thrown on their own," and not be subject to any restraining influence which might prevent a free development of character. Personally, I do not believe the last reason a sound one, as experience proves that these boys, many of them away from home for the first time, are still children, even though they hate to admit it, and can profit greatly by a little diplomatic guidance.

Our fraternities at Michigan do not have house-mothers, and I am basing my statements on what I have heard and read of the system elsewhere. Of one thing I am sure and that is that college boys and colored porters are neither of them good housekeepers, and that the fraternity houses as a whole would be much cleaner and better kept if there was in each, a woman in charge of that part of the job.

This year for the first time we have extended our inspection of men's rooming houses so as to include the fraternities. In all, eighty-one houses were visited.

Copies of the individual reports on each house were sent to the undergraduate officers of the chapter and to the officers of the alumni organization holding title to the property. The most cordial coöperation has been received from both.

About a year and a half ago, at the suggestion of the Dean of Students, a meeting of fraternity alumni was called by President Little for the purpose of presenting to them some of the problems which faced the University due to the existence of fraternities on our campus, and of enlisting their help in trying to solve them. The interest shown by these men was splendid and as a result of this meeting, an Interfraternity Assembly of the University of Michigan has been organized. The membership is composed of the several fraternity alumni associations owning, leasing, or maintaining a fraternity house in Ann Arbor, and that sign the constitution and by-laws of the Assembly. The purpose of the organization is to "further the interests, welfare and relations of its component members with each other and with the University of Michigan." Committees have been appointed to coöperate with the University on such matters as: fraternity houses, their cost, location and maintenance; the liquor problem as connected with the fraternities; fraternity scholarship; and delayed pledging. I believe you will all admit that these are questions on which any university would be glad to have the co-operation of such a body as this, and we hope that our united efforts may bring results beneficial to both the University and the fraternities.

One of the problems of the fraternity on which we have done nothing, but which I feel deserves attention and which some fraternities, themselves, have asked us to consider, has to do with the finances of these organizations. Some groups are already operating under excellent financial plans, but in many instances the methods used are slipshod in the extreme. It is indeed a hazardous procedure to turn over the control and responsibility for handling the thousands of dollars passing through the treasury of one of these organizations to an undergraduate, many times with no previous experience in such matters, but selected on account of personal popularity or for some other reason equally irrelevant to the requirements of the job. The surprise is not that many of these young treasurers have difficulty in collecting the accounts due from slow-paying brothers, or in making their books balance, but rather that so many of them get by as well as they do.

The suggestion that has been made to us is that the University offer, to those fraternities who wish to take advantage of it, the services of an expert accountant who will prepare a set of books for the use of the treasurer and give him some instructions in his duties, and at stated intervals make an audit of his accounts. The expense of such a system would be met by a nominal charge to be paid by each fraternity making use of it. There is little doubt but that the savings made by each organization would greatly exceed the expense of the service.

Before closing the subject of fraternity houses and fraternity financing there is one other phase of the matter that should be mentioned and I can not introduce it in a better way than by quoting from a letter recently received from the Dean of Men at a large mid-western university:

One of the big problems that is confronting fraternity life on the campus is that of over-building. A good many groups have built such large and expensive houses that they are having great difficulty in carrying the overhead. To do so successfully means to carry very large chapters and this in turn is



inimical to the high type of fraternity life which must be based on thorough congeniality and intimate friendship in rather restricted groups. Our new dormitories too, are making this problem all the graver at this time.

We require that "any fraternity or sorority desiring to make a change in its housing situation must obtain from the Senate Committee on Student Affairs permission for such a change before taking any definite steps in the matter. This covers a change in the location of the fraternity house, any material change in the present house, or the purchase of a lot on which it is proposed to build a new house, immediately or in the future. Failure to observe these regulations will lay the fraternity liable to discipline."

At the same time, we make it very clear that granting a group permission to go ahead with its plans does not in any way commit the University to any responsibility for the success of the enterprise.

One development of the rule so far as it applies to the location of the fraternity houses has been the establishment this year of a zoning system. In a general way the outer limits of the zone were set at about eight or ten minutes walk from the campus. This seemed advisable because of our regulation limiting the use of cars. No effort was made to force the fraternities already located outside the zone to move in nearer the University.

The question of fraternity scholarship is one that has been receiving more and more attention from the national officers of these organizations, and also from the undergraduate members as well, although it may be that at least a part of the interest of the latter group is due to pressure from the former. The methods used to raise the scholastic standing of the fraternities vary with the organization. Some offer prizes for good scholarship, and others forbid the initiation of pledges whose grades are not up to certain standards. At Michigan the average grade for the fraternity men has been for several years slightly higher than the average of the independents. It must be borne in mind, however, that in making these computations the grades of the pledges have not been considered.

One interesting result of this emphasis on scholastic work is that some fraternities are actually selecting men because they are good students, a criterion for membership which, only a very few years ago, would rarely have been admitted, even if used.

The campaign against the so-called probation week, or "hell-week," with its consequent ill-effects on the physical and mental condition of the initiate is one which I believe should be pushed vigorously by both the national officers of the fraternity and by the universities. Little real justification can be offered for practices which may endanger the health of the victim, or which interfere with his class work, or that of those in charge of the ceremonies, or which annoy, or interfere with the rights of the citizens of the community.

The national fraternity organizations are generally opposed to the public initiation and private abuse of the initiate, and a number of the older and stronger fraternities have practically done away with these practices.

At Oregon State Agricultural College a regulation of the college provides that "no fraternity, sorority or club shall stage any form of public initiation in or about halls of residence, fraternity or sorority houses, or down town, and no organization shall in its initiation ceremonies interfere with the class attendance of its members or initiates, or resort to practices which may endanger their health."

We have just mailed a letter to the president of each of our local chapters, and hope that it will be unnecessary to do more than this, and that the results will prove the truth of the old adage about "a word to the wise."

I have said nothing about the arguments for and against delayed rushing and pledging as they have been so thoroughly discussed at previous conferences of this group, and at the Minneapolis meeting last year a resolution was passed, almost unanimously, expressing the sense of the conference "that it would be to the best interest of both the college and the fraternities if pledging were delayed until after the student had successfully completed one semester, and initiation delayed until after he had successfully completed one year of college work."

I have always felt that that problem is one for the fraternities to settle for themselves, and although I, personally, strongly believe in second semester pledging and second year initiation, I am not ready to recommend University action on the subject at present.

Finally, let me say that my experience has been that the national officers and the officers of the local chapters are almost always ready and willing to cooperate with the University on problems of interest to both. The cultivation of a friendly relationship between the fraternity leaders and the University officers is a matter of prime importance. The basis of such a relationship must of necessity rest on a mutual feeling of confidence of each in the other. My own ideas on this point are so exactly expressed by the Dean of Men referred to once before that I am taking the liberty of again quoting from his letter:

In general, I believe it is a better plan to keep in touch with the leaders of the groups, to confer with them frequently on the affairs of the chapter to encourage them to check abuses and curb evils than it is to try to reach all these things by rules which by the very nature of the case one can hardly enforce. It is utterly impossible to enforce them without spies and informants in the various houses, and that is a system which I can't believe in. I consider it much better if the officers can know that they are welcome to advise confidentially on difficulties that may be confronting them, and that their information will be kept confidential.

In conclusion I want to repeat what I said earlier in this paper, viz., that the college fraternity is a distinct asset to university officials for purposes of administration, and while there are certain legitimate criticisms of these organizations and their customs and practices, I think it can be fairly said that as a whole the advantages of the fraternity system considerably more than outweigh whatever disadvantages it may have.

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It was moved and seconded to discuss papers before going from one paper to the next on the program.

Dean Armstrong: I was one who signed up last year for the problem of fraternities. When I corresponded with Dean Bursley, I did not have this particular thing ready to report, but I take this occasion to do so.

For the past two or three years we have been working with fraternity groups to study fraternity life with the view of getting in mind the complete activities of a fraternity. We listed some twenty-eight activities that are carried on by a fraternity. Having listed these, we went over them to discuss how these affairs could be better managed. Such affairs as scholarship, food supplies, house finances, pledging, and rushing, were discussed.

This spring we are going to have a local fraternity conference. Every fraternity will send its officers. The meeting has been organized in advance. There are definite problems being studied by groups from the fraternities, consisting of undergraduates and alumni. They intend to bring in to this conference men of national importance in fraternity affairs and to conduct it as an educative meeting on fraternity affairs.

The whole object of the conference will be for the fraternities to get a better point of view and information for managing their own affairs. The preliminary work which has been done is very significant of possible good results.

Dean Dirks: How many institutions have a house mother requirement?

Dean Melcher. The Board of Trustees has a resolution under consideration requiring all fraternities to have house mothers.

Dean Dirks: We feel at DePauw that it is very desirable to have the house mother. At the start some alumni objected very strenuously, but recently I learned that one alumnus who objected in the beginning has personally requested that the house mother of his fraternity accept the position for another year.

Dean Massey: Who selects the house mother?

Dean Dirks: At DePauw, the house mother is selected by the fraternity and approved by the Dean of Men. She receives only board and room; we have no trouble filling the position satisfactorily at this rate. Personally I think it would be better to have a small salary attached to the position, but I am glad just now to get by with what we are doing.

Dean Moore: I think it would be well to hear from some institutions where house mothers are required in the fraternity houses. This is a problem all of us have to consider. In most places, I believe, the presence of house mothers is optional with the fraternities. That is the case at the University of Texas, where only one or two house mothers now remain, though several of the houses formerly had resident house mothers. The objection was raised in one institution which I visited that, since house mothers had to be maintained in the fraternity houses, these houses had become loafing places for girls, their presence being justified by the house mother chaperon.

Dean Purdom: Theoretically, entertainment is unlimited. The ladies can be entertained four times a week: Wednesday from six to eight; Friday, Saturday and Sunday until eleven.

There are other things just as undesirable. The most undesirable in my opinion are that the house mother is not at the house all the time, Easter vacation for instance, and is without authority.

Theoretically, she is appointed by a board of curators, which does not work. Practically, she is selected by the fraternities or sororities. Whenever a fraternity or sorority becomes tired of a house mother or she does not live up to what they expect of her, they get another. There are three or four rare exceptions.

So far as drinking is concerned, I do not think that having a house mother has any effect for this reason. Most of the fraternities have members who live in outside houses; the fraternity house does not take care of all the members. These outside houses can be made headquarters of booze making and drinking.

Dean Dawson: We have had house mothers for a number of years, compulsory for all sororities and optional for the fraternities. All fraternities except one have house mothers; this group will have one next year.

They are selected by the fraternities and sororities from a list of applicants in the office of the dean of women, and from various other sources with the approval of the Dean of Women. She has a great many applicants and examines them carefully. Only those whom she thinks would be good for the office are recommended. Usually some half a dozen names are given every house asking for a house mother. They are paid various rates from \$20 to \$75 per month.

We find on the whole that the system is excellent. Some of the houses have had the same mothers for fifteen years. On the other hand, some are not suitable and leave at the end of the year. A great deal depends on the woman. You cannot say whether she will be successful or not. It is a question of diplomacy. She has no real authority from the standpoint of having anybody obey her, but she has tremendous authority when she gets to know the boys if she is the right kind of mother. I know one who has practically changed the house in two years.

In most cases the house mother has charge of the servants; in some cases orders food supplies, if she is a high-priced mother.

They do not go away without notifying the Dean of Women. This prevents the difficulty of sometimes having no chaperon in the house.

Our chief difficulties are the old question of hell week and farewell parties. We may be able to do something with these by and by.

Dean Coulter: Do you pay the house mother or cook the higher salary?

Dean Dawson: The cook.

Dean Melcher: I am much interested in this question. The objection urged by the fraternities was the expense. However, several fraternities where houses have suitable arrangements are considering the introduction of house mothers soon.

Dean Cloyd: To what extent have the house mothers been relatives of members of the fraternities?

Dean Dirks: We have avoided having relatives as house mothers. We feel that that is not a good thing. Therefore, if the applicant happened to have a relative in one fraternity, we consider her application for another. We feel it desirable to have absolutely unprejudiced service.

Dean Chatburn: We have four or five house mothers. The fraternities are not required to have them; the sororities are. Nearly all the house mothers are more or less related.

Dean Purdom: We had a sad experience having the wife of one of the students as house mother. This did not work at all.

Dean Coulter: It would cost at least \$1,000 to make suitable quarters for a house mother. You cannot get a house mother to remain in fraternity houses as arranged at present. Any university would make a mistake if it should require a house mother to go into existent houses without reorganization of the architecture.

Dean Clark: The institutions with which I am familiar that have house mothers certainly have no more moral conditions than those that have not house mothers. The women preside at dinner with a good deal of grace.

Things move off pretty well, but there is quite as much irregularity and immorality as in any place having no house mother. It may cause the members to wear a few more clothes at meals and to develop some of the superficial refinements.

Our houses at Illinois are not built for house mothers. There would have to be part of a house where she could be in quiet and isolation. We should have to reorganize our houses and add an expense which I think we shall not do for a long time.

Dean Melcher: What about a house father?

Dean Clark: Our wives or mothers would say that a house father would be more or less of a flat tire. If he is an instructor in the university, he has other things to look after.

I think that where the house mother plan works it works, but I think they do not bring about the conditions wholly that they are said to do. Perhaps the house is a little more orderly and better kept, but so far as the influence on the men is concerned, the average woman who will accept the position for her meals and a place to sleep has not had the wide influence over men that would help her a great deal in a fraternity house.

Dean Moore: This subject of house mothers is going to be clarified by information from the first crop of questionnaires. This and other matters may be quite profitably discussed with the local interfraternity councils. These furnish a very necessary point of contact with the fraternity groups. I have seen that on our campus recently. I had the opportunity to officiate at the reorganization of our interfraternity council. We included in the plan the election of three faculty members with full voting privileges, the only restriction being that no two should be members of the same fraternity. Our plan is to hold meetings at dinner, each fraternity serving as hosts in turn. The members of the host fraternity on that evening visit the other groups, each being assigned to a definite house.

Our interfraternity council has really accomplished some constructive things. Among others, they have seriously discussed the question of house mothers. Their decision was against making the presence of house mothers compulsory, but they entered into a gentlemen's agreement that women guests would be permitted in the houses only at certain hours as luncheon or dinner guests. They have shortened the period of rush week, revived the eligibility rules for initiation, formulated a plan whereby pledges may be allowed to live in the houses, and accomplished a number of other things. Our faculty members attend regularly, and we of the faculty have found this contact with the boys valuable to us. They know their own problems, of course, better than we do. They discuss them quite frankly, and the presence of faculty members has not proved embarrassing.

Dean Bursley: The only reason I failed to mention the interfraternity council is that it amounts to so little with us.

Dean Nicholson: A word in favor of the interfraternity council: We have had one at Minnesota for fourteen or fifteen years. It seems to be the general opinion here that they accomplish nothing, but get together and do a lot of talking and shaking hands. They do constructive work. Practically every constructive move relative to fraternities made at Minnesota has been initiated through this council, through no domination or authoritative direction from the faculty.

Are we going to look at the constructive things they do or think in terms of the non-constructive things they do. When we think of these councils, let's think occasionally of the things that they do and not that we think that they ought to do.

Do we ever say what is going to become of our faculties? I think that none of you will say that every faculty meeting results in fine constructive action, or that they do not indulge in a lot of bickering and calling each other names behind each other's backs. Compare the older and younger men.

Dean Sanders: For years we had the Pan-Hellenic Council, made up of two representatives from each fraternity. Local fraternities were not represented. I decided last fall that there was little to expect from this council. I thought that I would have to work through the heads of the fraternities and so I called together, early in the fall at one of the houses, all heads of fraternities both national and local.

We had dinner together. I told them I wished to counsel with them on a great many matters and that I was sure there were a great many about which they would like to take some action.

One of the first problems that popped up was the automobile rule. They thought our interpretation too strict. They appointed a committee to wait on the administration to see if some other interpretation of the rule could not be made. Subsequently, a more liberal interpretation was made. The council felt good about it and the fraternities liked it.

They decided to continue such meetings. We have been having them every fortnight. I am the only faculty member.

I feel that from the point of view of the fraternities and the administration, it is exceedingly important to have this interfraternity council.

I am more than glad that we have local fraternities in the Council. They play just as important a part as the nationals. If a question arises affecting only nationals, the locals are always glad to stand by.

At every meeting we discuss important issues and not infrequently problems that affect the dean's office. I have found I could counsel with them quite freely on all sorts of problems and have found their advice invaluable.

The men themselves said, "Why should we have the Pan-Hellenic? Why can't we do all that the Pan-Hellenic has done?" The fraternities by a large majority voted to let the old Pan-Hellenic die and adopt the present council. It has been a very valuable asset to both the students and the faculty.

Dean Massey: We do not have house mothers. From the experiences I have had, I have not come to the conclusion that I would favor it.

Unless house mothers are unusually strong women, they do not help any. House fathers would not do any good at all.

Two years ago, we began to discuss problems of drinking, not as a group but as individuals. I knew leaders in various fraternities. Quietly, in the course of two or three months, I went the rounds, never saying I had discussed it with any one else. As a result, the Pan-Hellenic came back with a program that changed the social life of the University very largely, doing away with most of the night dances and then taking upon themselves the control of the drinking situation. All I did for the University was to say



that any time a student is drunk at one of these functions, he will be dropped from the rolls of the University.

Then the question arose as to the disposition of alumni who attend socials drinking. In that case, I write him a letter asking him not to come over again.

There has grown out of that sort of relationship with heads of fraternities, their willingness to come in and discuss with me their individual problems. At the beginning of last semester, one fraternity representative came in asking that we please do not permit certain individuals to re-register, that their influence in the chapter was not wholesome, but dangerous.

I think the Pan-Hellenic has a very vital living power if properly led.

We have an alumni organization helping very much. At several of our fraternities, I do not remember just how many, there is an alumni committee of two or three who audit the books every month and in case a brother does not pay his bills, the alumni tell him to move out or pay.

If complaints come to us of the Administration about the non-payment of obligations, we hand it to that committee.

Dean Cculter: The fraternity men at our institution outnumber the non-fraternity men. We have in the neighborhood of 250 fraternity men and perhaps two hundred non-fraternity men.

The non-fraternity men outrank the fraternity men in scholarship. They have for some years. For five semesters we have tabulated the results. In the election of members of the senior class to the honor society, elected entirely on scholarship, we discovered that of the five men elected four of them were non-fraternity men and one a fraternity man.

The situation on our campus is such that we could not possibly have a meeting of representatives of the fraternities and non-fraternity men. The situation as it presents itself in the freshman class when some men are pledged and some men are not pledged, I presume can be described as an anxiety to be pledged. As they go along, that feeling changes to one of indifference. When they get to be seniors they are regular cynics on the subject of the organized group. Some of them are outstanding men on matters of scholarship.

We have a council of both national and local fraternities consisting of two representatives from each fraternity and two from the faculty, all having voting power. Officers of the council rotate among the fraternities, and this council really functions, doing constructive things and trying to bring up scholarship standards of fraternities, etc.

The thing I would like to see discussed with reference to the fraternities is the unorganized group, for I really have feeling with reference to those men who live everywhere in the vicinity of the campus. Some of them have no social life whatever, just as the non-sorority women have no social life, some of them.

The privileges that are granted for parties are granted largely to sororities or fraternities and these people are outsiders. I would like to see at least the discussion head that way before we get through with it.

Dean Culver of Stanford (in answer to a query from Dean Armstrong): The unorganized group at Stanford really controls the political situation there. There has not been a fraternity man president of the student body for many years. There are no local fraternities, but organizations calling themselves eating clubs. Their housing conditions are superior to fraternities.

Our fine dormitories are occupied by the independent group. It is the policy of the university not to allow fraternity men to live in the dormitories. We have a waiting list for dormitory rooms. Sometimes applicants wait one and a half years in order to secure rooms.

The fraternities are a helpful influence in the life of the university because there are very many ways of getting at fraternity groups for their coöperation in straightening out individuals. There is no national organization of the independent groups. The non-fraternity men have social functions, just as fine dances, and seem to be just as well off socially as the fraternity group.

While we had house mothers in the early years at Stanford, there are none there now except in sororities. I believe that we shall not return to the old system.

Health inspection of the chapter house is very important. Palo Alto has one of the best city health departments in the state of California. Last year we made an arrangement with that department, paying it so much a year to make monthly inspections of all living quarters as well as places serving meals or refreshments. So far as the living conditions are concerned, it is absolutely necessary and advisable to have some responsible official make reports on living conditions in these houses.

No new Lower Division man goes into a fraternity until his second year at the university. Men are pledged in the spring quarter after a rushing period of three weeks. They do not move into chapter houses until initiated in the following fall quarter.

Dean Zumbrunnen: There is no very great feeling between the non-fraternity and fraternity men so far as I have been able to discover in my short experience at Southern Methodist University. This year we have had for our student president, a fraternity man; the year before we had a non-fraternity man. I don't think there is much political wire pulling.

There is a good deal of group consciousness in our student body and there is a little of that between the student body and the administration. I have given it a good deal of thought and this is my opinion in that respect:

It seems to me a very unfortunate thing to have this supersensitive group consciousness. We have this attitude on the part of one group toward athletes. The student body takes this attitude towards pretty nearly anything the administration wants. I think that this ought to be removed for it seems to be a very deteriorating influence, not by trying to break down directly this supersensitive group consciousness, but to build up a morale that would naturally break down and remove this consciousness.

In conference with the several fraternity groups, other organized groups and with the heads of our several schools in the university, I have selected and formed what I call my Council, one member from each school, one from each fraternity, and so on. I think there are about twelve or fourteen men in that group. We sit down about once every week or two and consult together as to what constructive things ought to be done at the university. We seek to interest all groups in things that are constructive and for the welfare of the whole university.

As to the composition of my Council, I believe the fraternity men are a little in the majority. There seems to be no conflict. We try to formulate a series of fine constructive traditions. We are just now working on the mat-

ter of extra curricular activities and of incoming men next fall. The men themselves suggest problems for consideration.

I am finding that group very helpful to us. Probably the one that is getting the most out of it is the Dean of Men. Not only are the problems discussed, but ways and means of getting action by the whole student body are considered and gotten under way.

President Field announced appointment of Committee on Resolutions: Dean Moore, Dean Culver, Dean Vance.

President Field: Something happened about two years ago in conference of Deans of Men. If I am not mistaken in my history, the matter started with a joking remark of Dean Coutler's. Possibly he has forgotten it, but in the process of our conference, he arose and asked that something might be done in order that he himself would know how to read and interpret the scholarship reports sent out by Dean Field.

Immediately there followed the appointment of a committee to devise some means of making the scholarship report in order that the reports from the various deans should be uniform. The committee was named, Dean Field, chairman, Dean Armsby and Dean Bradshaw.

This committee worked on the problem for a year and simultaneously there were presented a report to two different organizations: one at the University of North Carolina by myself to the conference of Deans of Men and the other by Dean Armsby, who is also Registrar, at the Registrars' meeting in Colorado.

Both associations adopted the plan of making the reports on scholarship in a uniform way, designating rank according to the report made by the committee. I think that that particular report is now designated as the Armsby method of making uniform reports.

I believe Mr. Duerr is present. These remarks I am making are the preliminary of having presented to us Mr. Duerr, who is chairman of the Scholarship Committee from the Interfraternity Conference of New York.

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#### THE WORK OF THE INTERFRATERNITY CONFERENCE IN COOPERATION WITH THE COLLEGES

On behalf of the Interfraternity Conference I want to express our deep appreciation of the courtesy of your President in giving us this opportunity to tell you something of what we are attempting to do to bring our work into closer harmony with your work as Deans of the colleges at which our member fraternities have chapters, and especially as this work affects the scholarship of our undergraduate members.

There can be no question of the ideals of the average college fraternity; the question is merely of its ability to translate those ideals into something of practical value; and I know that it is commonly accepted among fraternity men that no organization of our kind can long survive unless it exerts upon its individual members an influence that will commend itself to them long after they have left college and have begun to square the things that their four years in college contributed to the sum total of their equipment with the things that prove of permanent worth in the effort that we all make to impress ourselves definitely upon the world about us.

Several purposes prompt men to go to college that are involved in this question of coöperation between colleges and fraternities; the most important are the development of character, of a capacity for straight and independent thinking, and of a power of leadership; and these are inseparable, at least in their ultimate practicability. And we believe that the fraternity is perhaps in a better position to drive home the importance of keeping these goals always in mind than is the college even, because its contact is so much more immediate and therefore its opportunity so much the greater. Our educational institutions have become such enormous affairs that the individual student may easily be lost sight of, and I marvel that Deans are able, with the increasing numbers that they deal with, to visualize individual needs as remarkably as you do. But I am sure that you will welcome the coöperation of any group that has the real interests of the individual as much at heart as you have. And that is the opportunity of—we might almost say the need for—the fraternity.

We are not interested in scholarship as a mere academic performances, any more, I take it, than you are; we are not particularly interested whether our fraternity or some other should hold highest scholastic honors. What we are interested in is that fraternity men as a group should become known as men who can be counted on to finish, as well as they have it in them to do, any job that they undertake; as men who come to college with a definite purpose, and who have the vision and the will to carry that purpose through to a successful conclusion; as men who will be a real force during their undergraduate days for the fundamental purposes and ideals of a college education. President Max Mason has recently said that fraternity men, with their social advantages and intellectual capabilities, should form the nucleus of the group of creative personalities. We are entirely in accord with this thought, and we shall not be satisfied until this can be said of them truthfully.

If scholarship is not the most important thing that men seek at college, it is certainly the avenue that leads to the successful acquisition of what they hope to gain there. Unfortunately there is no keen interest in intellectual pursuits in this country, and consequently, if our fraternities can help to stimulate a taste and a desire for sound mental habits, for an intelligent point of view on matters of importance, and above all can remove the stigma attached at present to intellectual curiosity, we shall be performing a real service. If we can accomplish nothing more than to relegate the damnable shrug of the shoulders with which the undergraduate explains that he is not a grind, but which is merely cheap camouflage of a deficient mental background, of a total lack of self-respect, and of an outlook on life that promises little for the individual's future, we shall have made a real contribution. When a fraternity man feels himself as deeply disgraced for having contributed to a record that places his chapter among the mental incompetents of his college as he would if he had fumbled the ball that gave a rival team the winning touchdown, we shall have restored academic pursuits as a major sport, and that is what we are hoping to accomplish.

Our method is publicity. Many fraternities have had an emotional interest in good scholarship, but they have lacked the accurate information that would have enabled them to expend their emotion to real purpose. We are consequently gathering official information from every institution that will give it to us, and this we are transmitting promptly to the national

officers of the fraternities concerned. We are tabulating this information in such a way that our member fraternities may know what they are doing throughout the country, and what they are doing in competition with other fraternities, not for the sake of stirring up ill-natured rivalry, but rather with a view to giving them a more stimulating perspective. And we take it that it is just as laudable for a chapter to want to beat a rival chapter in scholarship as in some intra-mural sport, and no more harmful. When the upper classmen insist upon better observance of academic training rules on the part of lower classmen, the fraternity will be a real force for better scholarship, and this is being done more and more each year.

But we are not satisfied to compare fraternity men merely with fraternity men. In the average institution a good proportion of the most promising men belong to fraternities. These men should excel in every legitimate college activity. They should not consider themselves merely average men, or below the average, and certainly should not be satisfied as a group with a performance that does not compare favorably with that of either the non-fraternity element or of the entire student body. For this reason we are particularly anxious to be able to supply such information to our members, not only what the fraternities are doing, but how they compare with the non-fraternity men and with the men as a group. Many Deans are reluctant to give us this information; they seem to think that it is hardly worth while; but isn't it at the root of the whole question? We want fraternity men to be leaders in this most important phase of college life, and we want to supply them with such information as will spur them on.

We are distributing among the chapters of our member fraternities all the constructive suggestions for promoting good scholarship that have proved valuable. But, after all, we do not believe that this is a question of discipline or of direction so much as of inculcating the right spirit; if we can just plant in the minds of our undergraduates the idea that scholarship stands for something of definite and permanent value to them, that doing their job decently is incumbent upon their self-respect, that their performance in college is a reasonably accurate index of what may be expected of them in after life, and will be taken as such, I believe the fight will be won. You can't coerce a man to greatness; a pair of crutches will not teach a man to walk. Infinitely more permanent and valuable will be giving him the desire to walk; inspiring him with the thought that unless he qualifies in every respect he will not be considered a worthy member of either his fraternity or his college; and that he can't be the one without being the other. It isn't what we make him do, but what we make him want to do that will be the determining factor in his future.

May I close with expressing our appreciation, too, of your willingness to let us share in the solution of this real problem? We are putting into it much time and energy and money. We are ready to put in more. I am sure that I do not need to point out that in the hands of individual Deans rests the extent to which we can coöperate by determining the amount of information that we may have, and whether we may have it with sufficient promptness to make it of real value to our member fraternities.

For the Interfraternity Conference.

ALVAN E. DUERR,  
*Chairman Scholarship Committee.*

Dean Bursley: Has the Scholarship Committee decided upon any definite recommendations as to who should and who should not be included in making up the scholarship chart?

We decided to include all members of a fraternity living in the house and all other members of the chapter who are active but living outside of the house.

For instance, this case came up yesterday: A fraternity has a member of another chapter who needs work and the fraternity is giving him a room and in return he takes care of the furnace for them. He has nothing to do with them, but technically he is living in the house. Should he be counted?

Another case: The fraternity will suspend a man from membership for a semester. Shall he be counted? We have ruled that if the fraternity notifies us at the time of suspension, we do not count him.

Should a pledge be counted? I believe he should be counted if living in the house. If a boy has a mark at the registrar's office, he is counted. If he dropped out of college early enough in the semester, a grade does not come in, he is not counted.

Mr. Duerr: Our great interest as a committee is in uniformity, so that the record of any fraternity at any one institution will, as much as possible, be on the same basis as that of any fraternity anywhere else. We should be perfectly satisfied with having the question answered in any way, provided it were the same way.

My own feeling about pledges is this: We are doing all that we can, and with a good deal of encouragement and reason to believe that we are making headway, to secure the establishment of definite scholarship standing for initiates. It would help us very much if we could have the records of pledges not included during their period of probation, so as to emphasize the fact that it is a period of probation. More and more national organizations are taking the position that if a pledge does not make good scholastically, his pledge button shall be withdrawn, and the withdrawal shall be final. We think that the ultimate effect of such an attitude on the scholarship of fraternity men because of the fact that they will be initiating a higher type of men, will be exceedingly wholesome.

It is absolutely necessary, of course, that the college be assured that any suspension of a member is bona fide. For that reason it has seemed to me that Michigan has taken the only possible position, that such suspension must be reported officially long enough ahead of time to justify the belief that it was for good cause and that it will be permanent enough to be taken for a real suspension. I should think that no suspension short of the balance of the college year and not requiring a surrender of the badge and the deprivation of all privileges of membership should be considered.

Dean Armstrong: We have that same problem and we would like to know how you can prevent abuse of the rule if a fraternity wishes to abuse it. Suppose you have a fraternity with a number of men who thru their poor scholarship are dragging down the fraternity standing, why is it not possible for the fraternity to use the suspension privilege to rid themselves of any one who is a scholastic liability?

Dean Bursley: One of our fraternities made a rule last fall that any member receiving a mark of E during the first semester would be suspended for the second semester. Four or five received a mark of E. They



were suspended and had to move out of the house, but were invited in at time of initiation, etc. They notified us officially that they had suspended these men. In making up scholarship records for the year, we will count their marks for the first semester but not the second.

Dean Clark: I should want to be sure that the fraternity did not use this method in order to raise their scholastic average.

Dean Bursley: What is the scholarship chart supposed to show? The scholastic standing of groups living together, working together, and playing together. If these boys have been put out of the chapter, does not that throw them out of the group whose standing is to be included for that semester? If the suspension should be made now, I would say their marks should be counted.

Dean Field: The Association of Registrars has gone on record as stating that the initiates are to be counted and pledges are to be listed separately.

The following resolution was adopted by the Registrars Association in 1926 with reference to ranking of Fraternity groups:

That, in so far as possible, the members of this Association will secure uniformity in making up this ranking (a) by excluding pledges who have not been initiated before the end of the term on which report is made, and any student who may have been expelled from membership in the fraternity and (b) by including the records of those temporarily suspended from fraternity membership and those who have withdrawn from the institution after remaining long enough to obtain marks on the school records.

Mr. H. H. Caldwell, Chairman of the Committee of Registrars who now have this matter in charge, is proposing this following addition to the above: to exclude also any one who has been suspended from all rights and privileges of the Fraternity for a period of one semester or longer, provided due notice of this suspension is given to the proper college authority within thirty days after the beginning of the semester on which report is made.

The Conference adjourned to meet again at 2 p.m.

At luncheon the deans were the guests of President Britain at his home.

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## SECOND SESSION

The Conference was called to order at 2 p.m. by Dean Field.

Dean Goodnight, of Wisconsin presented the following paper:

### STUDENT GOVERNMENT

This topic was surely not assigned to me because I am any authority on the subject, and I hope the gentlemen will not expect any oracular pronouncements or impassioned oratory.

I am, however, a thorough believer in student self-government. I shall give Dr. Charles W. Eliot's thought on it as expressing better than I could do it the reasons why student self-government is desirable.

Student self-government or student participation in school or college government conforms to three of the most fundamental principles of education—principles too often neglected, even by persons whose lives are devoted to educational service.

The first of these fundamental principles is that the real object in education, so far as the development of character is concerned, is to cultivate in the child a capacity for self-control or self-government, not a habit of submission to an overwhelming, arbitrary, external power, but a habit of obeying the dictates of honor and duty, as enforced by active will power within the child.

The second fundamental principle, to which properly conducted, self-government seems to me to conform, is that in childhood and in youth it is of the utmost importance to appeal steadily, and almost exclusively, to motives which will be operative in after life. In too much of our systematic education, we appeal to motives which we are sure cannot last; to motives which may answer for little children of six, ten or twelve, but which are entirely inapplicable to boys or girls of fourteen, sixteen or eighteen. Thus, the motive of fear is one of these transitory motives on which organized education in the past has almost exclusively relied; yet it is well determined by the history of the race that the fear of punishment, whether in this world or the next, is a very ineffective motive with adults.

The third fundamental principle in education is Froebel's doctrine that children are best developed through productive activities, that is, through positive, visible achievement in doing, making, or producing something.

Student self-government enforces positive activity; it appeals steadily to motives in the boys which will serve them when they become men; and it is constantly trying to develop in the boyish community the capacity of self-government. Therefore, I say it is based on sound educational principle.

Dr. Charles R. Van Hise, President of Wisconsin from 1904 to his death in 1918, was a thorough believer in student self-government and I got my first faith in it from him. The most effective student self-government I have known personally was his student conference.

At a time when there was no Dean of Men or faculty committee for student government, Van Hise called together a dozen or fifteen student leaders in his own house for conference. They met each two weeks. They put before him the student point of view which he carried back to the faculty; he put before them the faculty point of view which they carried back to the students.

Times were rougher then, students were more individualistic and less docile than now, but that conference wielded a real influence. The men whom he selected and invited were looked up to as the real student leaders on the campus. Under Van Hise, our student court was organized to curb hazing. It was very efficient for about five years. After that time, however, it was taken over into student politics, its positions became the goal of office seekers and the court lost prestige.

We have heard much of the success of the honor system in the South, and I do not question the fact. But I am compelled to admit that student self-government is not working well now in our part of the country, particularly in the matter of discipline. Two of our neighboring state universities, as has been said in this convention before, have tried out the honor system and after several years have abandoned it completely as impractical. At Wisconsin, the students would not even give it a trial. In a referendum they defeated the proposal two to one. I do not know of a university in the Middle West of considerable size where the honor system is working and working satisfactorily. (Three representatives present stated they had honor systems in the Middle West.)

Our students are unwilling to sit in judgment on the misdeeds of their fellow students, or, which is a still greater obstacle to the success of the scheme, students can always be found to sit in judgment, but they cannot

get testimony from fellow students. That was the reason our student court gave for its resignation last spring. They could not compel testimony and could not convict, so they recommended abolition of the whole thing.

So far as I am concerned, then, I am about ready to concede that we cannot hope for successful, independent student self-government in disciplinary matters. Valuable aid can be secured from students by conferring with them on disciplinary matters, by having student leaders or frat-brothers of the accused present when an investigation is being conducted, and apparently no distrust is aroused against students who are thus invited in for counsel; but with us, at least, it seems almost hopeless to put full disciplinary responsibility into the hands of students and expect them to live up to it.

On the other hand, they will carry other kinds of responsibility with a fidelity and an effectiveness that is splendid to behold. Froebel's principle that young people are best developed by doing, making, or producing something is amply justified, and I believe this to be especially true in the very institutions where the students fall down badly on accepting responsibility for the conduct of their fellows.

Our self-government system consists of a Student Senate, elective, and representing all colleges and classes, and of five administrative boards: Union, Cardinal, Badger, Forensic and Athletic. These boards are nominally and by charter subordinate to the Senate, which is the superior legislative body. In reality, insofar as general student sentiment and support are concerned, the Senate is one of the weakest of them all. But the Senate is painfully aware of this and that makes it very careful about the sort of legislation it adopts. It has a scrupulous regard for the rights and the sentiments of its subordinate boards, because the latter are doing their jobs in splendid fashion. Some of them handle budgets totaling many thousands per year.

Now I find my best method of promoting the principle of student self-government on our campus is by aiding these groups and other important committees, such as homecoming, fathers' day, mothers' day, prom, military ball, etc., and I am almost never disappointed. There is little actual faculty supervision over any of these activities (prom excepted) and there are no faculty members on the Senate, the Boards or the Committees. They operate under Senate legislation. I help them all in every way I can, avoid interference with them as far as possible, and encourage independent action. I am glad to be able to say that I have their confidence to an extent which leads them to advise with me freely.

The one case in which I am admittedly unsuccessful is with the Interfraternity Council. But there, too, I am pursuing the same policy. There is some faculty regulation of fraternities, individually and collectively, but there is none governing the Council. Neither is there any faculty members on the Council. It is a free agent. On the vexed question of rushing and pledging there is no faculty restriction and the Council is struggling with it. The Council recognizes the advantages of a deferred rushing system, but it is afraid to adopt it and try to enforce it. I tell them I will help in every way I can, but that the one thing they cannot do is to adopt it and then hand it over to me to administer. They must assume full responsibility for it, if they try it.

Thus far they are afraid of the cars. They have been discussing it a lot this year and have adopted some half-hearted measures, as a preliminary step, which will probably fail. I am in hopes that they will then pluck up their courage and do the whole job as it should be done. But I am not sure they will. This is a job which involves enforcing rules and penalizing infractions, and that is the sort of thing they are least eager to tackle.

In conclusion, then, I am an advocate of student self-government and encourage it in every way that I can. In theory, it is splendid and I greatly deplore the fact that, in a democracy like ours, the oncoming generation of college men, who ought, by our ordinary method of reasoning, to be the leaders of tomorrow in civic and political life, show such a disinclination to take hold of matters pertaining to student discipline and the regulation of student conduct. But I do rejoice in their efficacy in other lines of endeavor; I find it inspiring and very thoroughly worth while to be associated with them and to encourage them in these, and I fully believe that we can contribute more to their development in this way than by any amount of dictatorial supervision. Perhaps the day may even come when we shall be able to induce them to take a greater interest and assume a greater share of responsibility in matters pertaining to good conduct on the campus.

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Question: Do you have any check on the finances of these various bodies?

Dean Goodnight: I wanted to speak of that but was afraid it would take too much time.

I employ a man from the Commerce School who is an expert accountant. I get the best senior in that department and give him \$25 per month and a desk in my office. He is the Senate's employee. I tell them that he will carry out any legislation they may enact. The Senate passed a statute requiring all organizations which handle money belonging to the student body, viz., the classes, the Union, and all publications, to submit monthly reports and to have an annual audit. In case of a deficit, the organization signs a note at the bank and makes good the next year.

Dean Brandon: Several years ago there arose the suggestion that there was a good deal of graft in some activities so we employed an auditor to audit the accounts of all organizations on the campus that charged a membership fee or had any treasury account.

For the first few years it was optional whether the fraternities and sororities should submit their records. It worked so well that after some time it was by order of the trustees that fraternities and sororities must submit their accounts as well as the other organizations, to the auditor.

Each organization is charged a small per cent on its income to pay the expenses of auditing.

We find it very satisfactory. Every organization has to submit a budget at the beginning of the college year which meets the approbation of the auditing officer.

Dean Harrison: We have a system at Pittsburgh which seems rather unique. All extra-curricular activities, financially, are under control of the Graduate Manager of Students Activities. Each year the university appropriates about \$30,000 to the support of these activities. That does not cover the entire budget, which calls for many times that amount.

At the beginning of each year, each student organization prepares its budget which is for the following year, which is submitted to the Graduate Manager, who in turn goes over this budget with the student organizations, with the budget committee from the Advisory Board, two members of the student council and the Graduate Manager.

These budgets are finally approved by this Advisory Board, four faculty members, three student council and three alumni.

All expenditures for student activities are requisitioned through the Graduate Manager and those requisitions are submitted to him, students making their own purchases, and the bills sent to the Graduate Manager and paid by the university treasurer.

Each student activity is kept in touch with its budget by means of a monthly report submitted to that student activity by the university auditor.

Dean Brandon: We go a little beyond that in our auditing office by forcing the payment of all legitimate dues of students belonging to various student organizations or subscribing to college enterprises.

In the matter of fraternity bills, that is not done. Some of the fraternities have asked that the auditing office take on that duty as well because they have so much trouble collecting. Up to the present time we have declined to do that on the ground of its removing some of their training.

Dean Graber: I would like some sort of census of this body as to fraternity obligations whether the university brings any duress or stress on fraternity obligations and just how far the university goes to meet matters.

Dean Melcher: When complaint is made against a fraternity for not meeting its financial obligations promptly, it is not permitted to give social functions until its credit has been well reestablished.

Dean Massey: We have an alumni organization helping very much there. At several of our fraternities, I do not remember just how many, there is an alumni committee of two or three who audit the books every month and in case a brother does not pay his bills, the alumni in office tell him to move out or pay.

If complaints come to us of the Administration about the nonpayment of obligations, we hand it to that committee.

Dean Thompson: We have boards controlling the various activities. In athletics for instance we have both faculty and student representatives: three faculty members, the acting captains. . . .

Dean Fisher: We have a man whom we call the auditor of student accounts. Every organization in the college that handles fifty dollars or more must account for its income and outgo through his office. Organizations planning to put on functions must submit a budget to him and show him that their income is going to be equal to their expected outgo. He requires them to present a balanced budget. He does not attempt to say that they are spending too much money or not enough, but requires them to show that what they expect to take in will equal what they will pay out.

Most of the cases have to be further looked over by myself as Dean of Men. For instance, the budget of the Junior Prom has to have my approval. They wanted to spend more money for their music than in past years, so I objected to it. It caused them a good deal of worry, but they did make other arrangements and cut down their music bill about \$400.

I think, in brief, that is about the extent of our auditor's duties. He has a considerable number to look after. The effort is being made to prevent any of our organizations from spending money unwisely and contracting debts they cannot pay. We think it is working out satisfactorily.

In this connection a little disturbance arose early this year where money was spent unwisely. We decided it would be a good thing to call in the officers of those organizations that come under the observation of the auditor of student accounts. We sent an invitation to those men and women to assemble one evening at 4 o'clock and the Comptroller of the university gave them a talk on handling their business accounts. He told them exactly what their responsibilities were in handling finances. They had not conceived their responsibilities as being quite so great. The meeting was highly successful, sending the young people away with ideas they had never had before. If we can continue that instruction, we believe it will result in pretty good student management of finances. All of the fraternities handle their own affairs.

Dean Coulter: The university publishes a report of the financial operations of all student organizations and activities in detail. All are listed in the report. Next year, it is proposed to have an additional feature which will bring the matter home to the students, by publishing the names of persons to whom each individual amount was paid.

Dean Melcher: We have a faculty auditing committee for all organizations except fraternities.

The student body asked that the class dues be collected by the University at matriculation.

Dean Armstrong: What have been your reactions as to the value of organizing your students by classes—freshman, sophomore, junior, senior—and the value of developing strong class spirit? College life used to be organized around these units. Is your student body organized by classes and what part do these groups and their officers play in student life? We have been trying to decide whether to encourage a strong class organization and reap the outbreaks of class rivalry, or to discourage class organization and to organize student life along other lines.

Dean Harrison: The class distinction at Pittsburgh dwindled out. In its place has come school organization. Each school has its school association. Each one of these associations charges a fee of \$2.50 a semester to the student.

Those organizations elect their own officers. They put on social functions and in that way the class rivalry has rather died down and strong activity grown up in its place with the school. All associations will throw their influence into the general activities.

Dean Clark: At our institution, or an institution as large as Illinois, Michigan, Wisconsin, class organizations are rather futile. We used to have at Illinois pretty well defined class organizations. Now we have from ten to twelve thousand students. I doubt if a man could tell you what class he belongs to. The only class functions we have are the dances.

Dean Armstrong: Do you have class presidents?

Dean Clark: With so large a number there is not likely to be much class spirit or loyalty.



Dean Armstrong: Does that affect the situation with the alumni at all?

Dean Clark: I don't believe it does. It has not seemed to so far as we are concerned. I am not sure that the State University is very long on reunions anyway. The time we reunite is when we play Chicago.

Dean Smiley: I would like a little more information concerning responsibility for student organizations. North Dakota students this year sent two representatives to the Mid-Western Conference at Illinois. The two representatives came back and reported, whereupon the students decided to abolish the student court. Some students say that has been the most profitable delegation ever sent out.

There has been decided reluctance to accept the responsibility for initiating and executing a program. I gather the impression from many this morning that that has been the experience of other institutions.

Dean McConn: In connection with the general question of student government I should like to emphasize the advantages of what I may call a compromise plan—a compromise, that is, between faculty regulation on the one hand and student government on the other. This is the plan of joint faculty and student committees for the regulation of social affairs, publications, athletics, and the like, and the auditing of the accounts of student clubs.

We have been experimenting with this plan at Lehigh for three years, apparently with good success. We have five such joint committees or boards, consisting (in every case but one) of equal numbers of faculty and students, three of each. In three cases I am ex-officio one of the faculty representatives.

I believe these joint committees have gone farther in effective regulation and in the correction of abuses than either the students or the faculty, acting separately, would or could have gone. The student members contribute, of course, the student point of views and an intimate knowledge of student affairs; they contribute also the energy and boldness of youth—a disposition to grapple immediately and decisively with recognized abuses. The faculty members contribute their maturer judgment as to the fairness and feasibility of projects. The combination seems to be a happy one.

These joint committees have so far always worked harmoniously. We have not yet had a single instance of what I may call a class vote—the three students voting against the three faculty members. We have had many divided votes but never yet along that line. And this fact suggests what seems to me one of the greatest advantages of this plan; namely, that it tends to break down the idea of a division of interests and a standing conflict between faculty and students. The two groups sitting around a table together quickly find that they really have a common aim—the good and the betterment of the college, toward which they are glad to work together.

Dean Clark: At Illinois, for perhaps fifteen years or longer, we allowed our publications to be run by the students without supervision practically of any sort. At the present time, we have a group consisting of four students and four faculty who run our publications. At the time this board was organized, I believe there was not five cents worth of equipment left at the end of the year—the student board had gotten away with looting of the offices.

We have accumulated about \$60,000 worth of equipment during the time since the board was organized and have handled all of our publications through this board. We do not at all direct the policy of the publication. A man may say what he pleases about me even if it is not true. There is no control of utterances, unless dangerous to the university. We run our athletics in practically the same way.

Question: Who appoints the four student members?

The four student members are elected by the members of the student body, two juniors and two seniors. The faculty members are appointed by the council of administration.

Question: Do you have any difficulty with so called college humor?

Ours has been a rather sad publication. It has been harmless, very seldom funny, but a man must be pretty far gone if he gets much of a laugh out of a humorous publication by the undergraduate students. I think students are funny when they talk, but when they sit down to write things, the results are the saddest things I have ever seen.

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After the preceding discussion, the President, Dean Field, called upon Dean Fisher of Purdue. Dean Fisher presented the following paper:

#### AUTOMOBILES

This is the third year of the operation of the automobile rule at Purdue University. The rule was conceived for the purpose of restricting the use of auto vehicles by students. It was not expected that the use by students would be absolutely prohibited for it was recognized that there were legitimate uses for cars by students. However, it was hoped that their indiscriminate use might be limited. All students who drive cars are required to register their use with the Dean of Men and receive a permit. The requests for permits fall into two general classes; namely, necessity and convenience. These graduate into each other so there is no sharp line of demarkation. Some students drive in from the country—others live in the city at points inconvenient to street cars, and some students seem to have a legitimate use for cars in order to earn money to keep themselves in school. On the other hand there are a considerable number of students who live in the city of Lafayette, or West Lafayette, who request permits in order to drive cars for family convenience. In many cases the father is away throughout the week and the mother can not drive, therefore, it is desirable to have the son or daughter allowed the use of the car to run errands and do business for the family. The students in the first group are given a small triangular tag which is attached to their license plate and for which a fee of \$1 is charged. The students in the second group have no tag, do not pay a fee, but have their name and license number recorded. In all cases the use for which the permit is granted is definitely set forth.

Purdue has not undertaken to grant permits on the basis of age or scholarship. Freshmen as well as Seniors drive cars. In many cases Freshmen are quite mature so far as age goes and possibly have more legitimate reason for using a car than a Senior might have. Also, it has not seemed practicable to grant permits on the basis of scholarship. A student having nothing else to do but go to school can have a high grade, whereas

another student working hard to maintain himself in school may have only a mediocre grade or perhaps a low grade.

Practically no attempt has been made to eliminate the rattletrap cars although we are working toward that end. The number of "collegiate" cars is relatively few.

The effectiveness of the rule is to some extent indeterminate. All say that the use of cars is not as great as it was before the inauguration of the rule and that such cars as are used are used more discriminately. There are many infractions of the rule. However, this is expected, for as every one knows mankind has never yet conceived a regulation which was not broken more or less by individuals. However, we believe that the violations are relatively few and that on the whole good faith is exhibited by the student body. There is no police oversight to assist in catching offenders. Such violations as are reported to the office and such as may be observed by the Dean of Men are investigated and if found guilty penalties are attached. We feel that there is good coöperation on the part of fraternities and other student organizations. We have fraternities that have no student driven cars and in no case does the number exceed six. Not a single sorority reports the use of a car by members living in the house. To be sure there are certain members living in the community who drive the family car. There has been very little trouble from other students operating the cars for which a permit has been granted. The grantee has reserved that right to himself and has the rather wholesome fear of losing his privilege. However, a student having a permit usually carries one or more other students with him, especially if he drives from a fraternity house at a distance from the campus. This has not seemed to be a very serious offense and it is rather non-preventable.

To find a suitable penalty for violation of the rule is one of the problems of administration. To expel a student seems rather drastic and one does not like to invoke this penalty unless driven to it. So far such drastic measures have not been resorted to at Purdue. Students have been required to sell their cars or take them home and leave them. In some cases the Dean of Men holds the keys and grants the student privilege of driving home at stated periods.

Contrary to the common belief students who drive cars do not show lower scholarship than students without cars—at least such is the evidence of the grades made in the first semester of 1926-27. Of the 243 students who had permits about 37½ per cent had one or more non-passing grades at the end of the first semester 1926-27, whereas for the whole student body more than 40 per cent had non-passing grades. It is quite likely that restricting the use of cars has had the effect of preventing a considerable number of low grade students operating cars, consequently, those who have cars belong to the better grade of the student body.

It seems that in the administration of the rule there are periods when it is desirable to grant some leniency. On occasions like Home-coming, Junior Prom, and other times when there are a considerable number of visitors at the University there is bound to be a considerable influx of outside cars. When the parents come to visit their son he is almost sure to use the car for driving his folks about the town as well as taking a couple of side trips on his own account. For the forth-coming Junior Prom week-end it is intended to grant leniency in the use of cars for a period of four days but

each student using a car is expected to leave his name and license number in the Dean of Men's office. Such a notice is being published in the college paper. Another phase of leniency is in permitting a student to rent a car for a period of a day or an evening. Such temporary permits have been granted.

It is expected to make some modification in the administration of the rule in the coming year. However, what is said above represents the present practice at Purdue. In conclusion it may be said that in the estimation of the writer the biggest problem in dealing with student cars is the parent. Parents are willing and even insistent that their children should be allowed the use of a car. One parent became so "put out" because his boy could not have a car that he sent him to another institution. It is believed that a considerable number of infractions of the rule are due to parental indifference or even open antagonistic attitude. We believe at Purdue that our best policy is to try to limit the use of cars to what appear to be fairly legitimate purposes.

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Dean Clark: We imitated Purdue, letting them try it out first. I think we have about six hundred permits at Illinois this year for the driving of cars. A very large majority of these are to men and women who live in town and who are to drive for the family only. The number of women who have children of college age, who are unable to drive, is to me amazing. I did not know before that there are so many incompetent parents with reference to operating an auto as there are. The number of cripples has increased somewhat, but they are permitted to drive cars but not without special consent if they take any one else with them.

We have had relatively little trouble in the operation of the cars. We have dismissed a few people who surreptitiously drove a car, but not many. We have sent a good many cars home. We have had most amazing co-operation of parents. I believe that only three parents out of 11,000 made any serious protest. Two of those lived in town and one lived at a remote distance.

We are asked if we don't expect to have violations of the rule. We do. We expect to have violations of any rule, even the Ten Commandments at times, but I think that that is no argument against them. Our students are generally quite willing that this rule be enforced, provided it is enforced in a fair and general way.

Although students are the last people on earth to give information regarding other students, it is rather easy to find out who is violating the car regulation.

We permit students to have cars for their parties, to drive to and from the dance only, no circulating about the town. They use the car as a taxicab. We allow the men who are working to have cars, and those living at remote distances and who find transportation difficult and those who are physically incapacitated.

Dean Smiley: Do you have any difficulty with the Drive It Yourself agencies?

Dean Clark: Not very many. There is one man in town who sells the cars that drive themselves, but his patronage is not very great.

Dean Bursley: Dean Fisher said something about the rule we have at Michigan.

Last summer a letter was sent to parents of every student in the University and prospective student, signed by the President of the University and of the Student Council, outlining what we proposed to do.

Beginning with the class of 1930, students would not be allowed to have cars, without special permission, until they became juniors. Juniors and seniors could not use cars unless they were eligible to take part in other extra-curricular activities. This semester it applies to freshmen and upper classmen who are not scholastically eligible.

The enforcement of these rules lies in the hands of a committee appointed by the President of the Student Council—it may be partly student, partly faculty. This year the committee consists of five students, the dean of women and myself.

All cars must be registered in my office. We registered about 1,000 cars the first semester, this semester there are about 600 registered. A number are driving who are not registered. The student committee is checking up on them now. If a student is driving a car without registering it and he is eligible to drive, they are going to make him send his car home; if he is ineligible, he will have to send his car home and be placed on probation.

Dean Vance: A question was asked about the tendency to park automobiles around dormitories. We have greatly reduced this practice by tagging automobiles so parked. Owners are required to report to the Dean's office the day following.

Each year for the past three years we have made the rule more strict and have enforced it more carefully. One of the things we have insisted on is that the student show a legitimate reason for owning the car. He must also arrange for a garage or a definite parking place before he is given permission to keep the car. As a garage costs from three to four dollars per month very few students now drive their cars to Wooster from long distances in order to save railroad fare. There are, of course, many who drive back and forth daily from their homes. These, however, give us no trouble.

Dean Clark: The local residents and sons and daughters of the faculty may drive for the family or if they live at a remote distance they may drive to and from the campus. They may not bring any one else without special permission.

Dean Nicol: Our regulation was copied from Purdue and is almost like the Illinois regulation. When the letters were sent out, we received some seventy-five to eighty letters from parents approving the regulation. We have had no trouble with the enforcement of the regulation.

After this discussion the Conference adjourned to meet at dinner in the hotel at 7 p.m.

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### THIRD SESSION

The deans assembled at 7 p.m. around a very full and festive board. Dean Field presided with such inspired grace as to put the whole group in a mood of mixed exaltation and jollification.

After a series of toasts and responses by President Brittain of Georgia Tech., Dean Woodward of Emory, Mrs. Floyd Field, Mr. Caldwell, the Registrar of Georgia Tech., the program was brought to a close by Dean Coulter with the following interesting historical sketch of the Conference:

The Deans' Conference came into being in a very normal way. I know at least two deans who admit that they organized this body, but as only one of them appeared before the second meeting, you will be able to make your own decision in this regard a little later.

As a matter of fact, nine years ago, the people who were beginning the relatively new business of "deaning," began to wonder *what* they were, and *why* they were. It did not take long to find out, with all due respect to the president, that the dean is a divinely ordained being to whom the president refers unpleasant tasks. The faculty also might refer unpleasant tasks to the appropriate dean, the custodian of universal peace, scattering oil upon troubled waters.

Some of these men, trying to find out why they were, gathered at Wisconsin. They were Goodnight of Wisconsin, Rienow of Iowa, Nicholson of Minnesota, Straus of Michigan. They met there for a day or two and according to one of those who attended that meeting, the chief thing that occupied their attention was to see who could smoke the most cigars. All agree that the honors lay with Goodnight, when the smoke cleared away. They found that they received a good deal in the way of friendship, assuring themselves also that after all where you had youth, you had similar problems, for if there is one thing absolutely uniform, it is youth.

Next year at the meeting at Illinois, there were eight or nine of us. At that meeting, Dean Melcher first appeared, I added myself, and Dean Melcher and I have been in attendance at every meeting since. I think that Dean Goodnight and Dean Nicholson have never missed. Dean Clark, also first present at the Illinois meeting, has been in attendance ever since. Increasing the attendance from nine to sixteen or eighteen, we met next year at Kentucky, next with over twenty at Purdue, at Michigan forty, at Chapel Hill with a very large attendance, at Minnesota, where we had a meeting of perhaps forty or more.

We have covered a good deal of territory. It is rather interesting also to look over the subjects discussed. One has excited universal interest, the fraternity. The fraternities have always had the floor. If there has been any part of the University organism that has been maltreated, it is the fraternity. Some say the fraternity ruins a boy. The fellow that a fraternity spoils would have found something else to spoil him. A man who fails because he has an auto, would fail with something else if he had no auto. We have wasted a good deal of time on fraternities. The fraternity is perhaps the most valuable asset that the dean of men has to his credit.

About the second or third meeting we began to show an interest in ourselves, to know what we were and what excuse we had for being. We began to study the limitations of the dean, relationship to discipline, etc. Then we got a little weary of the deans and drifted to other subjects, incidentally clarifying a good many ideas. I think the Deans of Men in various institutions have managed to hold down the situation just as well as it could be held down, being helped amazingly by their exchange of ideas in these meetings.



Have you ever stopped to think of the enormous student body, drifted in from everywhere? The university and college machinery was not adjusted to meet that condition. The only shock absorber is the Dean of Men.

I have no disrespect for the faculty. You always know where to find the faculty. They have a lot of prejudices that they mistake for ideas. They are well grounded in the idea of letting well enough alone. I presided for one year over a faculty of about three hundred souls. I made enough mistakes to try their patience but they were very kind to me and passed a very nice resolution when I laid down my duties as chairman. Then they asked me what I really thought of it. I had to admit the longer I worked with the faculty, the better I liked students.

You men ought perhaps to understand that in those earlier years, the group of deans who began their attendance with the second meeting have never failed to attend every meeting since. That means there was something of value in the meetings for the deans, and these deans, thus regular in attendance, were at that time pretty old in the business. I am inclined to think that that which brought them good and that which gave them courage and that which clarified their ideas were not the papers and discussion, but the personal contact one with the other. I used to think that no group ever would be equal to college for finding friends, and yet when we came into these rather formal meetings of Deans of Men in the earlier years, I think I am right in saying that in that group of eight or ten men, friendships were formed that were very dear, that will last as long as life lasts. Whatever may be added to it in intellectual value, there will not be lost one particle of that good fellowship and close acquaintanceship that gave to it its charm and helpfulness in the earlier days. I think that one of the greatest pleasures I have now in my retirement, is looking back over this conference of Deans.

Friendships have been maintained and new ones have been formed every year. New men, young men have come in, whom I am watching, we older ones are watching, to see come into the glory of their strength. This conference that you are attending is infinitely worth while.

Those deans who succeed are those whose heart is all alive to the needs of the students, whose sympathy with the student life goes out in unbounded measure to the student, in the fine things he does, in the mistakes he makes, because all of those are things which it may be given to us to mould in such a way as to make the American student what he ought to be, the highest type of modern civilization.

And so not only does the Dean of Men have the great task of working with youth and in a certain way maintaining his own youth, but he has the joy of making friendships with worth while men engaged in worth while tasks, and that brings to him a new kindling of his courage and aspirations. This task which you and I have is infinitely worth while.

I retired not very long ago and a few weeks after, there came to me something like three thousand letters from former students of the University, from this and other countries, from Deans of Men with whom I had been associated. They brought greater wealth to me than the wealth of Rockefeller would be. That is the life that you and I are living. Projecting our life into the life of youth. Trying to tie our experience into the enthusiasm of youth, in such a way as to make better men and women for the future.

The work may seem to some, a little bit monotonous. I have had people ask me whether or not going to my desk day after day for thirty-nine years, I did not find it a wearisome thing. I did not, and if I had my life to live over again, I would joyously and eagerly repeat my work as Dean of Men.

Deans, ours is a magnificent task. I think it is given to no group of men to have their hands so closely upon the future, to no other man comes the opportunity to influence the future so profoundly as to the wise, true Dean of Men, who throws himself into the life of eager youth, earnestly hoping to aid in making the new civilization in the new day which is dawning.

After much applause and an expression of appreciation for this inspiring statement, this the third session was adjourned.

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## FOURTH SESSION

After preliminary announcements concerning the plans for the day, including such alluring prospects as Stone Mountain climbing and the hospitality of Dean and Mrs. Field, the conference turned to the program of the fourth session, a paper on "Freshmen" by Dean Graber of Morningside College.

### FRESHMEN

Our subject is an all-inclusive one: one we have always with us. With the ever increasing influx of freshmen into our colleges and universities the duties and responsibilities of the Dean of Men assume forbidding proportions. In the earlier days when all a man needed to step off into his chosen vocation was a classical A.B. degree, it would seem that the duties of the dean of men were comparatively simple, with all due respect to our dean of deans. Today we live in the hurly-burly of a bustling civilization. The colleges and universities find themselves, in the words of a prominent educator, "beleaguered cities against the defenses of which herds of immature boys and girls are hurled with something of the recklessness of the charge of the Light Brigade." Our instructional staffs are overwhelmed by this mass of humanity and tend to become more and more automatic in their functioning, turning out their quota of student hours of teaching, indifferent to the problems of personality. This undoubtedly accounts in a measure for the fact that college students generally rate their high school teachers above their freshman year instructors. With the growing impersonal attitude of instructors, the problems of the dean become increasingly more difficult. The dean has become a buffer between students and faculty absorbing the shock of disciplinary impacts and his task is impossible of accomplishment without the assistance of the faculty and a definite program of coöperation.

Freshman week is a serious attempt to meet the needs of a closer personal contact between student and teacher and a better adjustment of the student to his environment in general.

An excellent report on the status of Freshman Week is to be found in School and Society No. 619 by Stoddard and Freden. Of one hundred schools reporting 32 at that time had Freshman Week exercises.

The only objections raised against Freshman Week were: (1) It is too expensive. (2) It requires too much of the time of the faculty. (3) It gives the Freshman too much information at once, more than he can absorb. Instead of clarifying the thinking it confuses him. The only ob-

jection worthy of consideration is the third and we are now meeting this objection by expanding the orientation courses to extend thru the year. The indifference of faculty members and the increased expense are unworthy of consideration.

On the other hand we may ask ourselves the question, what are some of the benefits of Freshman Week? The following are the outstanding features of the week according to its advocates:

1. It enables a student to bridge the gap between high school and college with a minimum of lost motion and maladjustment.

2. It gives him an acquaintance with the faculty when they are not on their dignity and not too busy to give him advice. In this way he can form some idea of what to expect from the various courses offered in college.

3. It permits the classification of students according to ability at the beginning of the year thru the general and special intelligence tests. There is a tendency in some schools to take up the major portion of the week in giving examinations of all kinds. It seems to me that this is a perversion of the real purpose of the week. It then becomes a mere piece of mechanism without any of the saving grace of personality and friendship.

4. The program if rightly administered, teaches the student how to study and evaluate the extra-curriculum activities of the school.

5. It gives him a general survey of vocational opportunities and the qualifications required for success in any special field.

6. Through the hospitality of the churches and the local Christian Associations the Freshmen are brought into touch with church life, the most effective character building agency in a student's life.

In this connection I wish to acknowledge my indebtedness to Dean Smiley of North Dakota University, Dean McConn of Lehigh, Dean Ripley of Arkansas, Dean Moore of Texas and Dean Vauce of Wooster for their hearty cooperation in furnishing data from their experiences with Freshman Week.

Lehigh has a very definite schedule for the week. The days are divided into hour periods and every event has its place in the schedule. Tests are given in mathematics, chemistry and English, and sections are formed on the basis of the results of these tests.

Wooster has a two-day program during which the freshmen receive advice and counsel from the faculty committee. Orientation courses are continued from September to Thanksgiving.

The University of Arkansas has a six-day program and Dean Ripley says "my interviews with freshmen convince me that Freshman Week is worth all it costs. It helped the Freshmen through the first days of college life."

Dean Moore of the University of Texas informs us that while they have had no experience with Freshman Week they expect to introduce the program this year.

The purpose of Freshman Week is generally recognized to be two-fold: first, orientation; second, placement.

The first of these is at present the most important. In our experiences with Freshmen at Morningside we observe a distinct improvement in the general morale of the school since its adoption.

When Freshmen once realize that we are not simply disciplining machines but that we are also capable of functioning as friends they will come to us with their problems and test our abilities to the limit.

I have come to believe that the dean of men should be one of the best all round men on the campus. His knowledge of the college and its methods, the psychology of youth and the requirements and opportunities of the different vocations should be second to none.

Before you can help a man orient himself you must know something about his life history, his capacities and his day dreams. The Departments of Psychology and Physical Training can make a vital contribution in the analysis of capacities and aptitudes. We should have definite knowledge of a man's physical limitations; his height, weight, strength of back and limbs, defects and deformities, the accuracy of his vision and hearing, his heart condition and general physical rating, for these constitute the background of all vocational possibilities.

Mental tests are of great value in determining the intellectual capacities of students. The Thorndike tests are very satisfactory and have given us excellent results. I also believe in the Otis self administered tests, the comprehension and placement tests now in use at the University of Iowa.

The placement tests serve two purposes: first, they reduce the high Freshman mortality prevailing in most of our colleges and universities; second, they enable us to pick out the superior students for special instruction and cultivation.

In connection with our program at Morningside we have worked out performance and placement tests mainly with reference to the problems of vocational education and guidance. I have come to believe that no man entering a university from high school is qualified to decide what vocation or profession he should follow until he has been in college one year. His capacities are not adjusted to his interests. These young men can be saved from professional wreckage if they have a year of preliminary adjustment. The Freshman year should become more and more a training school preparatory to all professional courses.

We have a committee of professional men of the city who serve on a staff of counselors upon whom I may call to give expert advice on problems of vocational adjustment. This service has been invaluable to many a man who found difficulty in deciding upon his life's work.

In conclusion we may summarize the results of our investigation in the following recommendations:

1. A Freshman Week program should be carried out as suggested above.
2. Every man should be given a thorough physical examination and immunized for contagious diseases.
3. Students should be assigned to sections in their subjects on the basis of their intelligence test ratings.
4. A group of five or more freshmen should be assigned to each instructor for counsel and advice.
5. Pledging to fraternities should be postponed one semester and full initiation deferred to the opening of the Sophomore year.
6. Orientation courses should be continued for at least one semester.
7. A course in vocational guidance should be introduced with laboratory practice in job analysis and qualification ratings—one year if possible.
8. Personnel work is absolutely necessary for the efficient operation of any college or university.

9. The college should train the Freshmen into self responsibility as fast as possible. Continued paternalistic control is unscientific and unpedagogical. All counsel and guidance should be scientific. It should win its victories on its merits alone.

10. Freshman dormitories, commons, clubs and honorary fraternities should be organized and maintained under the direction of competent officials.

This is at least an advance on the present status of Freshman care and instruction.

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Dean Chatburn: In regard to the remark that instructors in the high schools are better than in the University, why should they not be? The high schools have gone away ahead in the matter of training teachers. They require, for licensing, courses in education and teaching methods. University instructors, on the other hand, are usually selected when just out of college, and very frequently have neither a training in teaching methods or technical education subjects. They are usually the bright, outstanding men in their classes, but too often have no sympathy for the young man that cannot get his work easily. For myself I should much prefer a man who can and will meet the difficulties of the student as they come up.

One or two of the nine colleges which compose the University of Nebraska will try out a modified freshman day next fall instead of the more elaborate freshman week. Students will be divided into small groups and each placed in charge of an instructor who will guide them through the mazes of the campus and laboratories and to lecture rooms where they will be given information of value to the young student.

We have some placement tests. For example, the English department gives tests to all entrants and those students who do not pass are placed in English O which they pursue without credit unless they pass the semester's work with a grade of 80, in which case they are given credit for English 1 and continue the following semester with English 2.

The matter of orientation has been in use in the form of freshman lectures in several of our colleges. It has been given much more in detail in the Engineering college than in any other. The first year's work is the same for all groups of engineering, so orientation was put in the first year with the idea of familiarizing students with the scope and variety of work under the different classes of engineering such as civil, electrical, mechanical, etc., so that they might register at the beginning of the Sophomore year in the group for which they are best fitted. The following is a brief outline of the work followed during the year 1926-27:

Each semester there are on Saturday forenoons:

4 General assemblies.

12 Departmental assignments, by groups.

General assemblies, one each four weeks, 1 hour long. Some of the subjects used:

Organizing class; division into groups; discussion of the University; the meaning of engineering and its demands.

How to study.

World making (Geological).

World making (Sociological).

The sources of the English language.

Personal hygiene.

Heredity in animals and men.

The use of the library.

Some of the newer things in astronomy.

History of architecture.

Field and opportunities in architecture and architectural engineering.

Field and opportunities in geological engineering.

Field and opportunities in chemical engineering.

Department meetings in 3 hour periods on other Saturdays than the general assembly.

*Agricultural Engineering*—All work is broken up into talks, demonstrations, or experiments, and reports are made on each as they occur.

**First Semester:**

What is agricultural engineering?

Power problems in agriculture.

Opportunities for research investigations.

**Second Semester:**

Rural Electrification.

Agricultural Engineering Extension.

*Civil Engineering*—A lecture is followed by illustration-pictures, either slides or films or both. Report writing follows.

**First Semester:**

What is civil engineering?

Surveying and mapping.

Structures.

**Second Semester:**

Water supply, sanitation, and hydraulic engineering.

Principles of economics.

Transportation.

And similarly for other groups of engineering.

Orientation in the Engineering Departments has been extremely successful. However, a different plan will be tried next year. The first semester will be taken up with the sort of work outlined above. The second semester a series of problems will be given the freshmen that they may become familiar with and know how to attack engineering problems.

After this discussion the next paper was presented by Dean Melcher of Kentucky.

### THE STUDENT WHO WORKS TO PROVIDE EXPENSES

The topic assigned me is one that is being much discussed at present. However, there is no accurate data upon the subject as far as I have been able to find. The *Christian Science Monitor* recently estimated that there were something like 100,000 young men and women, in state colleges and universities only, paying part or all of their expenses while they studied. This does not take into account the vast number of private institutions.

In 24 state universities, the report says, 50,000 are paying for part or all of their education in dozens of strangely varied jobs. Fifteen thousand young men and women in these universities are weaned entirely from the necessity of checks from home.

Ten universities are of the belief that more than half of the student body earns some of its money by working. Ohio State places the estimate of these students at 85 per cent of the student body of 10,000.

Out of the twenty-seven schools questioned, twenty-four say that working students are prominent in activities.

We who meet the students daily in the classrooms and in our offices are interested not only in the number of students who are working their way through, but more in the effect that student employment has upon scholarship, and I think the following from Dean Hawkes of Columbia meets the approval of all who have the interest of the student at heart:

Nowadays, when pretty much every ambitious boy wants to go to college, the financial pressure is a very serious one. Some few parents take the position that the boy should earn his way through college for the good of his soul. How often this is accompanied by secret satisfaction in not being called upon to contribute to the boy's education I do not know. But I have my suspicions.

As a matter of fact, no boy ought to be compelled to earn his entire way through college if it can in any way be avoided. Not only does he get a mighty poor living by the process, but a mighty poor education as well. If the boy ought to go to college at all, he ought to be trusted to make good use of a reasonable contribution toward his expenses from his parents.

Any parent owes this much to his son. The boy did not ask his parents to bring him into the world. They are responsible for his being here, and in so doing they have the responsibility for giving him the best equipment possible to meet the world's problems. It ought to be the great event for which parents are preparing, perhaps for years . . . . .

Nevertheless, many boys are cast entirely on their own resources for their college expenses. And it is always to the detriment of their health or the value of their education, or both. Any boy can earn a part of his expenses without hurting himself, and in my experience many boys are willing to earn more than their share in order to save the burden on their parents. But to see boys by the dozen take jobs lasting from six o'clock in the evening until two in the morning, six days in the week; to see boys undergoing transfusion of blood to get money for their food and books, is a heartrending spectacle. Many of our boys of finest character and excellent ability are doing just this kind of thing. And inevitably it is an important reason for apparent failure.

I was asked to prepare a paper on the subject, "Is Student Employment a Menace to Scholarship," for the January meeting of the College Professors Association of Kentucky, and in making preparation I wrote to twenty representative institutions. Of the twenty institutions to which I wrote, I received replies as follows:

#### UNIVERSITY OF ARKANSAS

We have no data concerning the scholarship of students who work their way partly or wholly through the University as compared with the scholarship of students who do no work. I do know from my work with the loan fund during the past few years that many of our students are working their way partly or wholly through the University and in all cases where loans are granted, they are making a C average or better. I also know that we have had to refuse very few students who were working on account of low grades but *I can give you no definite figures.*

#### ANTIOCH COLLEGE

As you are no doubt aware, most of our students spend one-half of their time in college when they are expected to concentrate on studies and the other half in the work-a-day world when they concentrate on remunerative employment.

A statistical study which we made last year indicates that the students who alternate in this way between college and labor maintain as high an academic average as the students who stay in college continuously. There were comparatively few of the latter. We need to do a good deal of research work but we are sure from such studies as we have made that the alternating plan of work and study does not interfere with scholarship.

#### UNIVERSITY OF COLORADO

I am sorry that I do not have accurate information on the percentage of our students who earn a considerable portion of their expenses. I do know, however, that a great many of our students who have the highest scholastic averages are doing a considerable amount of work. We just had an occasion to make an Interfraternity Council scholarship award of \$250 to the best freshman in last year's class, and the man who received it carried forty-eight hours with an average of almost 92, and at the same time averaged 22 hours a week of solid work throughout the year. We had many other cases almost as good that had to be considered, and I am firmly convinced that a student can do a considerable amount of work toward his expenses without materially interfering with his studies.

#### GEORGIA SCHOOL OF TECHNOLOGY

I have, at present, no data of students who are earning part or all of their way in college. Several years ago, I interviewed a group of students along this line and found that as a group they were scholastically ahead of the other students.

#### UNIVERSITY OF IDAHO

No data.

#### UNIVERSITY OF ILLINOIS

We have no reliable statistics at the University of Illinois concerning students who work their way through college. Roughly speaking about one-third of our students earn part or all of their expenses.

From a superficial examination of their records I would say that such students do either worse or better than the average according to their physical strength and their ability to concentrate upon their work.

#### UNIVERSITY OF KANSAS

Although I have talked with a good many people concerning this subject, I have been unable to get any very definite information for you. However, the general opinion is that up to a certain degree employment does not affect scholarship, but beyond this point, there is a tendency for grades to be lowered. It has been found wise to either limit the amount of employment or lower the number of hours carried at the University for first year students.

The statistics for employment show the following: among the men students 28 per cent are totally self supporting, 36 per cent partly self support-



ing, making a total of 64 per cent. Among the women, 13 per cent are wholly self supporting and 11 per cent partly self supporting, making a total of 24 per cent. A total of 50 per cent of the entire student body is self supporting.

#### UNIVERSITY OF MICHIGAN

##### *Men Students*

	<i>Average</i>
Those who work 2 hours per day.....	72.6
Those who average 2 or 3 hours per day.....	70.3
Those who work more than 3 hours per day.....	69.8
Those who play in orchestras.....	64.4
General average for those who work.....	69.9
Average for all men in University.....	71.2

#### UNIVERSITY OF MINNESOTA

Approximately 66 per cent of our men students earn at least part of their way, while in college; about 40 per cent of them earn every cent they have. About 40 per cent of our women earn a part of their way and 18 per cent all of their way. Of course, there is a certain proportion of these groups who overdo, some from necessity and some from a liking for earning. It is, in my judgment, a small proportion.

These particular groups of men and women who are earning all of their way, or at least a part of their way, are the groups that furnish the outstanding leaders on the campus. These leaders are, as a rule, sound scholastically. I believe, as a rule you are to look for the soundest scholastically among the group who are appreciating the value of the dollar. That, of course, is the group that is earning it.

I have not available any figures showing what proportion of these groups earning their way fail to make good in the scholarship line. It is my personal opinion that it is a small one. I know of one or two cases where they have developed an excessive earning power, and as a result have neglected school work. I know of other cases where it has been necessary to put in so much time, in order to earn enough money for the bare necessities, that school work has had to be sacrificed.

#### UNIVERSITY OF MISSOURI

In this University, the percentage of male students who make a part or all of their way through the University is estimated at about 65 per cent.

In regard to scholarship, the general consensus of opinion is that it is materially lowered in the case of the working student.

We have no data to support the foregoing statements. They are based on my own observations and experiences and those of other men with whom I am associated.

#### NORTHWESTERN UNIVERSITY

Our Personnel Office made a study a couple of years ago which may be of value to you. Three groups of students were selected. One group of eighty-three was made up of superior students (averaging from 2.25 to 3). Another group of seventy-three average students was selected (averaging from .97 to 1.03). A third group of two hundred and thirteen students was selected

from those on probation. Under our system a grade of "A" is equivalent to 3, "D" (passing) equals zero, "E" (conditional failure) equals -1, "F" equals -2. In the Arts College a student is placed on probation when he makes "D" or below in 50 per cent of his work. In these groups 52 per cent of the superior students were working their way, 36.6 per cent of the average students were working and 35.2 per cent of the students on probation. In other words, a higher percentage of superior students was found working. The average number of hours worked each week by the groups showed a slightly higher number of hours for the probation students. In the same order as mentioned above they ran 16.6 hours, 17.57 hours and 19.7 hours. In every group the average of the working boys was higher than those not working. I am appending the entire tabulation.

We ran another study some time ago relative to the point where outside work has an effect on scholarship. The study showed that the average point where working affected scholarship was between twenty-seven and twenty-eight hours a week. Of course, some students were affected by less and some few by more than the average. The facts are interesting, aren't they? They seem to suggest that work acts as a scholastic incentive or that there is some slack in the classroom assignments that could be profitably taken up.

We have not checked up for several years on the number of boys working their way through the University. The last survey made indicated that twenty-five per cent of the boys work their way entirely and about forty per cent (including the former group) do some work to help pay their expenses. If you take seventy cents an hour as the amount received by the individuals for outside work, there is a rather close correlation with the first study mentioned which is comparatively recent.

<i>Outside Work</i>	<i>Probation</i>	<i>Av.</i>	<i>Sup.</i>
(1) No. participating	75	26	43
(2) Per cent participating	35.2	36.6	52
(3) Av. no. hours for group participating	19.7	17.57	16.6
(4) Medium point average—			
(a) Those participating	.4117	1.0205	2.5625
(b) Those not participating	.3123	1.0000	2.4983

#### OHIO WESLEYAN UNIVERSITY

We have no data on the question of the effect of employment on scholarship, but I know right well that excessive employment does affect scholarship. I have on my desk now a request for a recommendation in the case of a young man who has made almost all his expenses while he has been going through college. He is not brilliant, but is an excessively hard worker. He has an average scholarship of 1.94, but I am sure if he had been able to devote all his time to his studies he would have had a Phi Beta Kappa grade. We have had cases of this sort every year but we have not kept a record of them. Almost one-third of our men do more or less work for wages.

#### UNIVERSITY OF OREGON

I am very sorry that I have no accurate information on hand as to the effect of outside work on scholarship, but it is a matter in which I am very

much interested. Last year I made an off-hand remark in talking about the causes of poor scholarship, that self-supporting students face somewhat of a handicap and was immediately challenged by the secretary of our Employment Bureau and a few others who are interested in that sort of thing. They insist they are going to prove to my satisfaction before the year is over that students who are doing part time work for their support will average well in scholarship.

#### UNIVERSITY OF PITTSBURG

I am sorry to inform you that we have done no investigation on the effect of outside work or scholarship.

#### PURDUE UNIVERSITY

I am sorry to say that we have no printed matter on the subject but I have had a great deal of close contact with such students in past years. I have served on the Committee of Readmissions and Scholastic Delinquencies for several years. In general, students who work any considerable part of their way do not hold up their scholarship.

#### STANFORD UNIVERSITY OF CALIFORNIA

The applicant for admission to Stanford University is asked no questions concerning his finances, for it is believed that no properly prepared student who is in good health and who has no dependents need hesitate to undertake a university course because of lack of means. It is not until he has met the necessary requirements and arrives on the campus for registration that the University asks these questions: "Do you expect to earn any of your college expenses?" "Do you expect to earn all of your college expenses?" "If not all, what percentage do you expect to earn?" "Do you want assistance in finding part-time work?"

During the past quarter at Stanford University 49.2 per cent of all men and women enrolled, or 1,453 students, were either partially or entirely self-supporting. The majority of these students earned from one-half to all of their expenses. The percentages, of course, vary from quarter to quarter, but a statistical study made in Stanford University Appointment Office shows that the average continues to be about 50 per cent.

#### UNIVERSITY OF TEXAS

Our statistics on students registered last year show that 24 per cent of our men earned part of their expenses, and 26 per cent earned all of their expenses, making a total of 52.39 per cent of the men earning part or all of their expenses. When we include the women, our figures show that 46 per cent of the entire student body, men and women, were earning part or all of their expenses.

Now as to the effect of this work on scholarship, I regret that I am unable to furnish you any information whatsoever. Our scholastic mean is about on a par with the average universities, which would indicate that the fact that half the students are at work does not necessarily interfere with scholastic attainments.

## UNIVERSITY OF WINCONSIN

We made a survey of the grades of men and women students registered in this office the first semester of the year 1925-26 and found the results very satisfactory.

The averages for the students whom we knew definitely to have work were as follows: Men 80.2; women 83.6. In view of the fact that the averages for all university students were somewhat lower than these figures, we feel that the working students made a very good showing.

At present, we have 815 men and 359 women registered for work. Over half of this number now have permanent work.

## THE COLLEGE OF WOOSTER

I am sorry that I have no data on the effect of employment on scholarship. Probably about eighty per cent of the young men in Wooster do earn part or all of their expenses.

I have noticed, especially in the first semester of the freshmen year, that four or five young men are handicapped by spending too much time on work for self-support. I usually say that two hours of work a day is the maximum for a person who is carrying a full schedule.

The following is a summary of the letters given above:

Twenty Institutions were asked for data on this topic. The University of Arkansas, Colorado, Idaho, Illinois, Oregon, Pittsburgh, Purdue, Missouri and The Georgia School of Technology have made no accurate study of the problem:

### *Antioch College:*

All students work half-time; results satisfactory.

### *University of Kansas:*

28 per cent of men make all, 36 per cent part of way; total 64 per cent.

13 per cent of women make all, 11 per cent part of way; total 24 per cent.

### *University of Michigan:*

	<i>Grade</i>
Men students working 2 hours per day average.....	72.6
Men students averaging 2 or 3 hours per day.....	70.3
Those working more than 3 hours per day.....	69.8
Those who play in orchestras.....	64.4
General average of men students working.....	69.9
Average for all men in University.....	71.2

### *University of Minnesota:*

40 per cent of men make all; 66 per cent work all or part.

18 per cent of women make all; 40 per cent work all or part.

Workers furnish campus leaders; sound scholastically.

### *University of Missouri:*

64 per cent of men make all or part of way.

<i>Northwestern University:</i>	<i>Probation</i>	<i>Average</i>	<i>Superior</i>
Number in each group.....	213	73	83
Number working.....	75	26	43
Per cent working.....	35.2%	36.6%	52%

Average No. of hours for group working .....	<i>Probation</i> 19.7	<i>Average</i> 17.57	<i>Superior</i> 16.6
Medium point average:			
Those working.....	.4117	1.0205	2.5625
Those not working.....	.3123	1.0000	2.4983

*Ohio Wesleyan:*

One-third of the men students make all or part.

*Stanford University:*

50 per cent of student body make all or part.

*The College of Wooster:*

80 per cent of men earn all or part.

*University of Kentucky:*

Employed: A. & S. 53; Engr. 21; Com. 18; Agr. 8=100.

Number of semester hours carried.....	1763.1
Number of points made.....	2415.7
Average standing .....	1.370
Unemployed: A. & S. 43; Engr. 41; Com. 15; Agr. 1=100.	
Number of semester hours carried.....	1957.5
Number of points made.....	3121.6
Average standing .....	1.543
University Average .....	1.464

DATA FOR KENTUCKY

One hundred students were selected at random from the different colleges of those who were employed and those who were not. The following will show the results of this investigation:

<i>Employed</i>		<i>Unemployed</i>	
Arts and Sciences.....	53	Arts and Sciences.....	43
Engineering .....	21	Engineering .....	41
Commerce .....	18	Commerce .....	15
Agriculture .....	8	Agriculture .....	1
	100		100

*Employed:*

Total number semester hours of work taken.....	1763.1
Total number of points made.....	2415.7
Average Standing.....	1.370

*Unemployed:*

Total number semester hours of work taken.....	1957.5
Total number of points made.....	3121.6
Average standing .....	1.543

*Work Done by Employed Students:*

Total hours outside work per week.....	2508
Total amount earned per week.....	\$1,004.25

Average student earnings per week.....	\$ 10.05
Average hours work per student per week.....	25.08
Average hour rate paid to working students.....	.40

One student, who made Phi Beta Kappa this year, has worked his last three years. This year he has an Assistantship in Bacteriology and is steward of his fraternity, working on an average of 25 hours a week.

One student, initiated into Phi Beta Kappa this year, has sold papers to make his way through the University. He left the Phi Beta Kappa banquet to sell papers at his regular post in the Lafayette Hotel.

The receiver of the prize for highest honors in the freshman class in the College of Agriculture last year worked on an average of 28 hours a week in a bowling alley. His standing was 2.4, which was very high, considering the fact that he was carrying 20 hours of school work.

I shall not attempt to draw any definite conclusions from the data I have been able to submit. The opinion (with two or three exceptions) is that *employment within limits* is not detrimental to scholarship—but the variation in these limits ranges from 12 to 28 hours per week. In the three cases where more study has been given, the reverse seems to be the case, viz., that employment does lower scholarship—however, there are many exceptions, the personal equation being the dominant one in these cases.

The percentage of students employed ranges from 33 $\frac{1}{3}$  to 80.

At this point the Conference adjourned. The members were transported by various hospitable members of the Georgia Tech., and Emory faculties to the site of Emory University. A delightful luncheon in the Student "Commons" and a tour of the campus intervened before the reassembly at 2 p.m.

## FIFTH SESSION

The fifth session met just after the luncheon in an auditorium of Emory University. Here amid the portraits of saints and scholars of Southern Methodism the conference gave consideration to the social life of the Modern Student.

Dean Nicholson of Minnesota presented the following paper:

### SOCIAL CUSTOMS

This title is taken to cover only the outstanding social problems and customs of the following five state universities: Minnesota, Michigan, Illinois, Wisconsin and Iowa.

After an examination of the material available it has appeared feasible to tabulate only selected portions from the rules and regulations of each college as they bear on common and comparable problems. These institutions were selected because their similarity as to size and their dissimilarity as to conditions of location made a comparison most interesting.

#### UNIVERSITY OF MICHIGAN

1. No student dances shall be held outside of Ann Arbor.
2. Permission will not be given for fraternity dances held on the nights of football games in Ann Arbor.

3. Permission will be given for closed parties only. A closed party shall be understood as one open only to members of the fraternity giving the party and to guests presenting written invitations from that fraternity.

The last two rules were made during the current college year and were occasioned by the difficulty which the fraternities had in controlling the conduct of some of their guests. Failure to observe the rules governing fraternity parties may lead to probation for the fraternity or it may be that the only action taken will be to withhold for some definite period permission for other social affairs which the offending fraternity may desire to give.

In an effort to curtail, so far as possible the extravagance which tends to creep into the all-campus parties, the Committee on Student Affairs has set a limit on the price which may be charged for the tickets to these parties. The Junior Hop Committee is allowed to charge \$10. Of the other five or six social events of this nature, one is allowed to charge \$5.50 on account of its peculiar character, while \$5 is the maximum price which may be charged for any of the rest.

The fraternity dances are the cause of considerable anxiety and worry on the part of many of us. It is my opinion that in almost every case the boys giving the dance plan to live up to the letter and spirit of the regulations, but in only too many instances the party gets away from them with the resultant consequences which are not to the credit of the University or of the organization sponsoring the dance.

REGULATIONS ADOPTED BY THE JUNIOR HOP COMMITTEE TO GOVERN THE 1927  
HOP AND ATTENDANT HOUSE PARTIES OF THE UNIVERSITY OF MICHIGAN

THESE REGULATIONS SHALL SUPERSEDE ALL PREVIOUS REGULATIONS CONCERNING  
THE JUNIOR HOP AND ATTENDANT HOUSE PARTIES

*Regulations for Hop*

1. Dancing must cease at 3:00 a.m., and lights must be out in the Gymnasium at 3:30 a.m.
2. There shall be no spectators, the only persons admitted to the hall shall be those bearing tickets issued by the Hop Committee.
3. No corsages shall be permitted to be worn at the Hop.
4. There shall be no decorations of individual booths except by the Hop Committee.
5. Taxicab rates shall be arranged by the Hop Committee and overcharges should be reported to the same.
6. Control of lighting shall be in the hands of the Hop Committee and not delegated to the Orchestra leaders.
7. The floor committee shall be responsible for the conduct of the dancers and subjected to the orders of any chaperon.
8. The Hop Committee shall be responsible for the proper conduct while in the gymnasium of all those attending the Hop: Offenders shall be ejected from the hall and their names reported to the Student Council Advisory Committee within twenty-four hours.
9. Smoking in the gymnasium except in such places as may be permitted by special ruling of the proper University authorities, and the use, possession, or showing the effect of intoxicants, shall be considered improper conduct.

10. Violations of the regulations governing the Hop traceable to any group, but not to individuals shall render the entire group liable to penalty.
11. No couple shall leave the building after once entering.

#### *Regulations for House Parties*

1. House Parties shall begin not earlier than Friday morning and end not later than Sunday at 6 p.m.
2. At least one of the chaperons for each house party shall be a parent of one of the active members of the group or a member of the University Senate with his wife.
3. The presence in any house of intoxicating liquors, or of any person showing the effects of intoxicating liquor shall be forbidden.
4. There shall be no dancing in any house after 2:30 o'clock on Saturday morning or after 12:00 o'clock Saturday night.
5. No couple attending any house party shall be on the streets later than one hour after the cessation of dancing on either Friday or Saturday night.
6. Let each group be responsible for the proper conduct of those attending its house party and violations of these regulations must be reported to the Student Council Advisory Committee by that member of the group who signs the pledge referred to in Paragraph 8 below, within twenty-four hours, or the entire group will be liable to penalty.
7. The Student Council Advisory Committee shall recommend to the proper University Authorities penalties for either individual or group violations to these regulations.
8. Before permission be granted to any group to hold a Hop House party, a copy of the regulations must be presented to the J-Hop Committee with the following clause signed by an authorized representative of that group.
9. I, the undersigned, an authorized representative of..... with a thorough understanding of the above regulations, do pledge the .....to abide and be bound by these regulations in the conduct of our Junior Hop house party for the year 1927.

#### *Organizations in Booths at the J-Hop*

A ruling of the Health Service makes it necessary that individual paper cups must be used in serving punch at the J-Hop. Punch will be served only to the booths complying with this order. Each booth must furnish own punch bowls and cups.

The decoration committee recommends that a floor lamp be used in each booth as part of the furniture.

The furniture for the booths may be taken into the gymnasium only between the hours of 10:00 a.m. and 3 p.m. on Friday, February 11th.

#### THE UNIVERSITY OF WISCONSIN

##### *Extra-Curricular Activities*

The extra-curricular activities of students are under the control of a faculty committee, the committee on Student Life and Interests.

The following rules are in effect from the first day of registration for the regular year until the close of the summer session.



### *Social Life*

Section 1. No person who is not officially connected with the University may be an active member of any student organization bearing the name of the University.

Section 7. All parties, receptions, mixers, and smokers shall be held either on Friday evening, Saturday evening, or the evening before a legal holiday (not on the evening before a half holiday, nor on the evening of a legal holiday, unless the legal holiday falls on Friday or Saturday) and shall close at or before midnight. But each organization may *once* during the year hold a one o'clock party, on first securing permission of the Chairman of the Committee on Student Life and Interests. Permission will not be given for a one o'clock party to be held on Saturday night, nor for one o'clock commercial dances.

Section 8. All functions at which both men and women are present must be properly chaperoned, and the names of the chaperones must be registered in the office of the Committee on Student Life and Interests *Four* days before the function. The authority of the chaperones must be recognized by all present. In case of large functions it is required a committee be appointed to assist the chaperones in the performance of their duties. Women students may not attend public dances. Permission to hold subscription or commercial dances open to students must be secured from the Committee on Student Life and Interests. Managers of such dances must exclude all persons except students, and must employ approved paid chaperones.

Section 9. During periods when lectures and examinations are not being held, the chairman may give permissions for parties on any night except Sunday; such parties may extend to one o'clock except on Saturday night.

Section 10. All parties held outside the city of Madison shall conform to the following requirements:

- a. Special approval must be secured from the Chairman of the Committee before proceeding with arrangements.
- b. The participants shall return to the city not later than midnight.
- c. They shall be properly chaperoned, and the names of the chaperones shall be presented in writing to the Chairman of the Committee not less than four days prior to the time of the holding of such parties.

### *Letter*

We also keep a separate tally sheet of the parties given by each fraternity so that if an organization begins to give too many, it is easily perceived and we can call in the leaders and ask them to put on the brakes. The same tally sheet is used to show whether the annual one o'clock party of each has been given.

There are commercial dances in good halls in the city where first class orchestras and first class floors are the rule. These people coöperate with us by employing a chaperon and a door man whom we approve, and by not giving student parties during the two weeks prior to the examinations and during the examinations themselves. This is the three-week period of respite from social affairs each semester, during which we approve no parties.

By a gentleman's agreement with the fraternities (no rules on the books) we have gotten away from "double-headers" (a Friday and a Saturday night party in the same house on the same week-end) imported orchestras, and

such unnecessary extravagances. We have thought of shutting them down on the one o'clock party, since the one o'clock party must come on Friday night and we have many Saturday classes. There has been some dissatisfaction among our faculty people on this matter. I suppose the most of our practices will be apparent from a perusal of the regulations. We are having very little trouble with social affairs just now. The Union Board dances and the commercial dances down town take care of the people who can afford to dance but who do not belong to the fraternities.

#### UNIVERSITY OF ILLINOIS

##### *Meetings in University Buildings*

All entertainments and social functions occurring in University buildings, must begin not later than 8 p.m. The Council of Administration will hold managers of events responsible for beginning functions promptly at the scheduled time.

Janitors shall be instructed to close the doors immediately upon the hour at which the entertainment is scheduled to begin, and to admit no one until there is a break in the program which will allow seating without disturbance, except that in the case of lectures, the doors may be reopened and persons admitted after the lecture has been in progress for ten minutes. Nothing in this regulation is to be considered as setting aside any special orders in regard to specific events which may be issued to janitors by the Supervising Architect.

##### *House Parties*

1. All house parties given by fraternities in the Pan-Hellenic Council are hereafter to be conducted according to the following rules:

a. Each fraternity in good standing in the Council shall be entitled to one house party a year.

b. Guests shall not be permitted in the house before 1 p.m. Friday nor after 6 p.m. Sunday.

c. The chaperons shall be approved by the Dean of Women and at least one of them shall be officially connected with the University.

2. Any fraternity violating any rule of Section 1 shall be suspended from the Pan-Hellenic Council for the period of one year, shall not be permitted to have a House party during the year following that of the violation, and shall be subject to such other discipline as the University authorities may direct.

3. Permission to have house parties, may be given to all fraternities having an average of "C" or above for the preceding semester.

4. Only guests may live in the chapter house during the time of the house party.

##### *Social Functions—Dances*

a. When held—No social function may be held by any student organization on other than Friday evening or Saturday afternoon or evening (except on the evening preceding or afternoon of a University holiday or during vacation).

b. Number—Not more than two evening dances may be given by any social fraternity or sorority in one semester, and not more than four in one

calendar year. Undergraduate professional organizations and societies other than social fraternities may not be allowed more than one dance a year.

*Dances with Admission fee only by Permission*

No dance at which admission is charged may be given by any individual student or by any group of students without the approval of the Council of Administration. This rule applies to dances given following examination week and during Commencement week.

*Public Entertainments*

a. *Authorization of Council.* No public entertainment or exhibition may be given by students either on the campus or elsewhere, except on petition presented thru the Committee on Student Organizations and Activities for approval by the Council of Administration. The petition for permission to hold any entertainment or exhibition must be presented before any arrangements for the proposed event are entered into. Evidence that any arrangements for the event have already been made will constitute a reason for denying the petition and requiring that the proposed entertainment or exhibition be not given.

*Letter*

Because the Woman's League has a rule that no girl shall enter a fraternity house unless chaperons are present, this becomes a necessity for any mixed gatherings.

Whenever fraternities have guests on Sunday they do not petition for the privilege, but chaperons are to be present; and I believe that this requirement is carried out in excellent shape.

The only feature that has been taken care of by the students in recent years has been a move this year by the Interfraternity Council to have closed dances. For some time the custom has been growing of promiscuous visiting between houses that are having dances on the same night and by others who would tour around visiting each house at which they heard music. The Interfraternity Council passed a resolution condemning this practice, and, while it has not been a complete solution to the difficulty, I believe that it has outdone the practice considerably.

In regard to penalties, the only body that issues any is the Council of Administration. As you will note in Rule 80, the penalty for a delinquent chaperon report is the loss of one dance. It is surprising the number that constantly fail to comply with this request.

In addition, whenever any house comes before the Council of Administration because of a problem such as drinking, either at a dance or otherwise, the penalty inflicted has frequently been the loss of social privileges for a certain period of time.

The problem of special types of dances, such as Apache parties, Kid parties, Bar dances, Circus dances, and the like, which are constantly being given by fraternities and sororities cause some trouble because the settings are so arranged as to be conducive to improper conditions. We have also tried to do some work along this line.

THE STATE UNIVERSITY OF IOWA

*Social Regulations*

*Social Organizations and Affairs*

All student organizations are under the supervision of the Committee on Social Organizations and Affairs which is composed of faculty members appointed by the President of the University and student members chosen by the student body. Any student organization must have the approval of this committee as a condition of its establishment or continuance. All rules for the social conduct of students are made by this body. University regulations are never suspended but are in operation throughout the entire year. The University expects all students to conduct themselves according to the usages of good society. Failure in this respect will be considered a violation of social relations.

*Regulations for Parties*

1. Dancing parties may be given and attended only on Friday and Saturday nights, or the night preceding a holiday, except by permission of the Committee on Social Organizations and Affairs.

2. It shall be considered a misdemeanor for University students to participate in dancing on Sunday.

3. All evening parties must conclude by 12 o'clock midnight, including time for refreshments, with the exception of the four formal parties.

4. There shall be only four formals when dancing will continue until 1 o'clock. These shall be the three class dances, the Senior Hop, the Junior Prom, the Sophomore Cotillion and the Military Ball.

5. The Freshman party shall be in every respect an informal party.

6. All evening dancing classes shall be interpreted as parties.

7. All parties for both men and women must be chaperoned. The official chaperons shall be selected from the approved list and reported to the Dean of Women at least two days before the date of the party. A chaperon must be present throughout the time of the party. In case a reported chaperon is unable to serve, the organization must report the fact at once to the Dean of Women and secure other chaperons.

8. Official chaperons are required to file with the Dean of Women a card provided for that purpose for any social function which they have been asked to chaperon.

9. Fraternities and similar organizations may not entertain young women at their homes without a chaperon, reported at the office of the Dean of Women. In case of impromptu dinner parties or similar entertainments duly chaperoned the chaperon may be reported at the office of the Dean of Women as soon as possible.

10. Mid-week dancing after dinner by men and women is considered a violation of the social regulations.

11. Dancing at mid-week mixers of literary societies is considered a violation of the social regulations.

12. Picnic parties are to be chaperoned. If any swimming parties are planned to be participated in by men and women students, or by women alone or if swimming in the Iowa river or elsewhere is planned to be a part of other picnics or parties, notice of the same shall be filed with the Dean of Women and proper chaperons provided.

13. It is the judgment of the Social Committee that picnics or automobile trips of individual couples should be discouraged.

14. Social functions of any nature given by students and held outside of Iowa City are not permitted except by special permission from the Committee on Social Organization and Affairs.

*Regulations Governing Committee in Charge of Social Functions*

1. No class parties or formal parties given by University classes or University groups in University buildings or otherwise will be sanctioned by the Committee on Social Organization and Affairs unless this Committee shall have reasonable assurance that such parties will be conducted in a manner which will in every respect observe the University regulations.

2. No committee shall be permitted to have any University social function unless such committee shall have been approved by the Committee on Social Organization and Affairs.

3. No person shall serve upon any committee having in charge any University social function unless he shall have satisfactorily completed at least 28 hours of college work during the preceding year; or who shall have against him any probation or disciplinary penalty incurred during either the academic year or the summer session; or unless he shall be carrying successfully not less than 14 hours. This regulation does not apply to members of the Freshman party committee, who must be approved by the Committee on Social Organization and Affairs, who must be without academic or disciplinary delinquencies, and who must show evidence that they are doing satisfactory work at the time of their appointment.

4. No organization connected with the University is permitted to hold any social entertainments with a view of raising money to be divided among its members. All committees having in charge University social functions, at which any admission is charged, shall, before preparations are made for the same, submit to the Committee on Social Organization and Affairs, a budget of anticipated receipts and expenditures, which budget must be approved by the committee. Within one week after such social function has been held the committee having the same in charge shall make a complete report of receipts and expenditures, with satisfactory vouchers, to the Auditor of students organizations in the office of the secretary of the University. Any profits accruing from such function shall be turned over to the Treasurer of the organization as a whole, and for the purpose for which the organization was established.

*Letter*

I think we all realize that our social life at Universities centers pretty largely around our fraternity and sorority life. That side of our problem is now being given very careful consideration by a committee of twelve appointed by the President last November and it has been holding regular weekly sessions since that time. On the other hand, we have the social life involved in the giving of parties especially those parties which are open to the University students generally.

The committee that is at work on the fraternity and sorority problem will take up the matters involving house mothers, living conditions, social life, probation week and similar topics. Working parallel and coöperating with this committee is a committee of students appointed by our Inter-

fraternity Conference. The results of these two committees will be formulated in some permanent way so that we may not lose the force of this committee's work by the ever changing complexion and leadership in fraternities and sororities.

#### THE UNIVERSITY OF MINNESOTA

##### *The Senate Committee on Student Affairs*

The University Senate, through its Committee on Student Affairs, which consists of four student members, one faculty representative, the dean of men and the dean of women, has adopted certain regulations governing the use of university property. These regulations are here incorporated as a part of the Minnesota Code, and are regarded as such by the students of the University; they are to be observed in spirit as well as technically.

##### *Meetings and Social Functions*

All "All-University" functions, i.e., social functions open to all students in the University, and all intercollegiate, college and class social functions are restricted to Friday and Saturday nights or nights immediately preceding a university holiday.

Only student organizations which have been recognized by the Student Affairs Committee may hold meetings on the campus. A student organization may be recognized by submitting to the Student Affairs Committee a statement of its purposes, giving a list of its members, its endorsers, its place of meeting, and if possible, a copy of its constitution and by-laws.

The use of rooms and buildings on the campus is restricted to university organizations.

Student organizations are not permitted to give more than one party on the campus in any one quarter.

Dates for functions of all-university nature must be obtained from the Steering Committee of the All-University Council. The purpose of this committee is to regulate university social affairs so that there will be no conflicting dates.

##### *Chaperons and Floor Committees*

Any social occasion at which both men and women students are present whether graduates or undergraduates, demands the presence of a chaperon. This includes luncheons, afternoon teas, and evening affairs. Chaperon cards may be secured at the Bureau of Information, and must be approved by the dean of women at least one week before the time of the event.

To relieve the chaperons from the disagreeable character of certain responsibilities which may befall them in case of any discourteous or questionable conduct on the part of those present, a floor committee is always appointed to cooperate with the chaperons. This committee should make a special effort to see that the chaperons receive the courteous treatment properly accorded invited honor guests.

The large social events of the year are "The Junior Ball," "The Senior Prom" and "The Military Ball."

For each of these events tickets are ordered through The Student Financial Adviser, of the Office of Dean of Student Affairs, are sold under his direction and supervision, all complimentarys are approved through the same

office. Tickets takers are engaged by the same officers and are subject only to his orders, all special help and the final audit are paid for from income.

There being no adequate place for these events on the campus, they are held in one of the larger hotels of the Twin Cities. These hotels co-operate closely with the University authorities. The entire floor on which the party is given is set aside for this purpose and no elevators are allowed to stop at this floor after the party is under way. Guards for the prevention of unauthorized parties, by other than regular entrances, are provided by the University and paid for by the hotel.

These parties have been closing about four o'clock in the morning. The closing hour will be changed to an earlier one next year.

Some years ago there was established by a group of students, who did not care to go to the expense of the Junior Ball, what they called The Common Peepul's Ball, held the same night, running until about two o'clock, with a cost of two dollars and a half a couple. This is now an established custom. The party is subject to the same control as all other University parties, and is given under the control of the All-University Student Council.

There is no problem of house parties at the time of the big social affairs, tho week-end parties do become a problem in the spring. It is the custom for fraternities and some other groups to give such parties towards the end of the spring quarter.

The University has been giving its sanction to such parties, properly chaperoned if given at a place near the city, if known and approved. There has been a tendency within recent years to try and hold such parties at places distant from the University in some cases two hundred and fifty miles, all such requests have been refused. The greatest difficulty in such cases has been the tendency on the part of some parents and relatives to assist the students to avoid the rules, by ostensibly giving a party for son or nephew and issuing their invitations to other individuals.

Freshman and Sophomore parties are informal and the halls are to be dark by twelve thirty.

The Women's Self Government Association of the University give during the year Saturday afternoon dances called Sunlights, at which they charge an admission of ten cents. These are to provide social opportunities for those students who may desire them but lack the opportunity. Any balance over expense is used in some form of general social service.

Like some of the other institutions there are a couple of costume parties each year, offering problems all their own, due to the spirit of license which is so likely to prevail.

After some discussion the conference adjourned for a tour of the Stone Mountain Memorial. All united in marveling at the forces of nature which provided such a sculptural opportunity and in examining the plans and looking through glasses at the completed head of Lee. Some members of the party climbed to the top of the mountain.

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## SIXTH SESSION

In some respects the most important and in all respects the most delightful session of this conference was the sixth. The deans assembled were the guests of Mrs. and Dean Field and their family at their home. As if all

these factors were not sufficient for a royal time the hosts had added unto their family for that evening several young ladies from Agnes Scott College. After two brief hours of physical and social refreshment all were able to understand what a marvelously effective and beneficent influence a home may be in the hands of a wise and skillful dean. During this session the committee on nominations reported and their report was unanimously adopted electing Dean Goodnight of Wisconsin as President for 1928, Dean Dawson of Kansas as Secretary 1928-29-30, and choosing Boulder, Colorado as the place of the next annual conference. At this same time the stenographic secretary for the Atlanta meeting was presented with a token of appreciation for her efficient and gracious performance of an arduous task.

## SEVENTH SESSION

The seventh and final meeting of the Atlanta Conference was called to order by Dean Field at 9 a.m. Saturday, April 23.

The first item on the program was a report by Dean Goodnight as Chairman of the Standing Committee on Permanent Organization. The general tenor of the report and the ensuing discussion was to the effect that the Conference organization remain informal and uncrystallized for the present. To meet the necessities of a business-like management of expenses the following resolution was proposed and adopted:

### *Resolution*

Be it resolved that at future meetings of this Association, each institution represented shall pay to the Secretary-Treasurer a registration fee of ten dollars, this money to be used for the payment of stenographic service, printing and distribution of the minutes of the meeting; and correspondence of the officers of the Association. Institutions which are customarily represented at the meetings but absent from any given meeting are requested to pay the registration fee and receive the minutes as though represented.

Dean Armstrong of Northwestern then presented the following paper:

## DISCIPLINE

There is no problem that presents itself in a more vexatious manner than the problem of discipline in a university. Regardless of the man or men who have this function to perform in university administration there is, characteristically, no job that is looked upon as being more disagreeable and annoying than the job of acting as disciplinary officer for the group of active, mischievous, curious, and experimenting young men who constitute the male population of a modern university.

If I catch the attitude of many men upon whom this responsibility falls it is viewed as about as welcome as a sudden case of measles in the family group or as a cow-bird in a cuckoo's nest. The matter of discipline reminds me of the singer of that old song:

"I'm so sad and lonely—nobody cares for me."

But whether we like discipline or not does not solve the problem of handling it. Disagreeable or agreeable—the problem is still there.

So great is the problem of handling discipline that many men are actively engaged in giving the job to some one else, or, as the expression goes "in



getting out from under." The academic deans say that they haven't time for it; the personnel departments run from it; and many deans of men say that they cannot get student confidence if they attempt to handle it. But shoving the matter from one pair of hands to another merely changes the man or men who must handle it. It does not solve the problem of discipline—the cases are still there.

Neither does ignoring the matter solve the problem. We may choose to busy ourselves with the more agreeable duties of our office and in our preoccupation fail to see many serious things which need attention. But if we do so the situation goes by default. By our failure to see and to act, irreparable injury may have been done or the situation may spread and grow until only drastic and severe action—with its accompanying brutality and suffering—can put an end to the matter.

Of a similar character, I believe, is the handing over of the responsibility to some committee whose members are out of touch with student life and affairs. They often do not know many of the students personally—except those students who attend their classes—they do not visit the houses—they frequently do not see a situation until it accidentally stumbles through their door, or until the dean of men refers it to them. Ignoring the problems of discipline does not solve them.

Not only is the attitude toward discipline bad but a cursory investigation shows confused and ineffective methods for handling the problem.

For one thing the various executives handling disciplinary matter have widely varying attitudes toward student conduct. One dean will not discipline a student who drinks unless the student is intoxicated; another dean will discipline him if he is known merely to have tasted liquor. One executive will give a man a second chance; another executive will expel a man for the first offense. Some instructors are highly enraged at cribbing and all cases coming from their classes are uniformly given F for cause; other instructors would merely lecture the offender and take no action. Some colleges attempt to prevent students from dancing, other colleges promote dances. In presenting these instances I am not attempting to establish which executive or school is right and which wrong. My point is to emphasize the result which such a confusion of attitudes produce. Is there any wonder that the cry of "unfair" and "unjust" goes surging across the campus when these incongruous situations arise? "How does it come," students say, "That Bill Jackson is kicked out of school, when nothing was done to Al Johnson?" Where a number of men differing in their attitudes towards student conduct handle the disciplinary matters of a university there is a danger of inconsistent and conflicting decrees of punishment. Such decrees are always resented by the students affected and consequently have no corrective value.

Another difficulty in disciplinary method is encountered in schools in which some one man has the responsibility for the entire extra-curricular conduct of the men students. In him rests the responsibility of apprehending misdemeanors and breaches of the university regulations, and of disciplining the offenders. The instructors, the other deans, and the rest, think that, since the responsibility is the Dean of Men's, it is therefore his place to know about the misdemeanor, and bad conditions. They feel no responsibility for informing him of such conditions. "It is the Dean of Men's job. He is the one who should do something about it. Why doesn't he? It is not my duty to let him know how to run his own job. That is what he gets paid for." In the

meantime the Dean of Men turns around to the students and says, "I want your confidence. I want you to come to me, to tell me your troubles, and the troubles of the campus. I want to be your friend." But the discerning student says "Ah, ha, Mr. Dean, I see the joker. What is that big club you are hiding behind your back? If I come to you to tell you when I get into a mess or break the regulations, I'll get expelled from school." Thus two elements start to isolate the Dean of Men from knowledge of student conduct and to impair his effectiveness in dealing with them. To these elements is generally added one more. The Dean of Men, pursuing his determination to gain and keep the confidence of students, lays down a policy of no snooping on his part or on the part of any of his employees. This just about completes the circle. He tries to play fair with the student by refusing to spy on him and his only other sources of information are closed to him—one through fear, the other through indifference and lack of responsibility. A Dean of Men has been appointed to handle the conduct of boys and yet the entire machinery and personnel works against itself.

Another situation which frequently exists and which makes for ineffectiveness in handling discipline is that men are placed upon disciplinary boards who have no ability nor background for the work. Men are sitting over student problems who have no contacts with student life nor knowledge of conditions. Outside of the few students whom they know from their own classes and these in an impersonal way, they are completely out of touch with what the students are doing. And yet they are expected to legislate, and to judge, in an intelligent way. Lack of contact frequently means lack of sympathy. I have heard men on disciplinary boards impugn the motives of students in general, I have heard them speak cynically of the attitude of students toward university life—not from a knowledge of students but from a few narrow experiences that represented their total contact with student life. A man who has lost his youth, one who has lost his faith in boys and girls, one who is constantly shocked at boys problems, one who is full of artificial dignities regarding the fair name of the university, one who desires to make an example of every boy who comes within his clutches,—should have no seat on a disciplinary committee. And yet examine the make-up of the disciplinary boards over the country and you will find plenty of men of this type.

The effectiveness of disciplinary boards is impaired not only by the type of men placed upon them, but also by the length of time which the members may serve. Short tenure of office impairs the continuity of the board's work and prevents men with good possibilities from ripening in their judgment and experience. In some universities, the length of time which each member may serve on a disciplinary board is limited to one, two, or three, years. During this short time the member is just becoming acquainted with the work of the board, with the campus, with the problems of the students. Why remove him from the position just when he is becoming sufficiently acquainted with his work to be a competent member of the board? My observation is that men who are capable of dealing with disciplinary matters are rare individuals. Where they are discovered they should be placed in the position where they can grow and expand and continue in the work. Boards with rapidly rotating memberships are detrimental to the best interest of student welfare and discipline.

Another common cause of disciplinary ineffectiveness is the customs of leaving discipline to Boards which attempt to solve all problems of conduct

through legislative and judicial measures. They draw up rules for the student to follow; they judge and punish recalcitrants. But no attempt is made by the members to get at the basis of the problems; no constructive nor administrative work is undertaken. Most campuses are sadly in need of competent men who are willing to get out among the students and carry on positive programs which will reduce the necessity for punishing boys. We need the "ounce of prevention." We need more contacts, more intimate associations and friendships, more mixing, and more genuine affection for the boys in our universities. If some of the competent men on our judicial committees were willing and able to spend a few hours each week working among the students for things mutually desirable and helpful, there would be fewer bad boys to be disciplined and fewer misunderstandings between students and university officials.

Another defect in our system is that our disciplinary machinery is frequently cumbersome and overlapping in function. For example, one board will have the power to legislate and judge, but no power to enforce its decrees. Its recommendations must be referred to the faculty, which, after the usual delays, will pass judgment on the matter. Perhaps the final carrying out will be left to one man, or a committee. Such delays in our disciplinary machinery are frequent; the judges disagree; the decisions of one group are sometimes reversed by another; the president is appealed to; more delays, more friction,—all in the name of Justice but nothing in the name of Common Sense.

The manner of dispensing with cases is equally as cumbersome. There are few disciplinary measures known to college boards outside of suspension, expulsion, probation, fining and cancellation of registration. There is little or no handling of individual cases according to their specific merits. Traditional methods of punishment hold sway.

The final defect which I wish to point out as existing in our disciplinary machinery is the vagueness and variety of the philosophies held by different disciplinarians. You will find that some follow the traditional regulations and methods of the university without question. Others offer a more individualistic trend and base their decisions on a background of empirical observation. A variety of approaches and philosophies present themselves in any board and on any campus.

The question arises in the midst of all this dislike for disciplinary work and ineffectiveness of disciplinary procedure: "Why do we have disciplinary machinery anyway?" "What is the foundation of the methods most commonly in use?" To answer these questions all that is necessary is to go back to the origin of the system. Everywhere you find traces of the civil court system. A student is an offender, he is brought up for trial, witnesses are called in, testimony is secured, judgment is rendered, penalties are fixed. Some universities and colleges try the student before a judge or jury in formal fashion. In other cases the student offender is brought before a judicial committee. In most cases all the dignity of the situation is maintained. The regulations of the university are considered sacred and inviolable. Precedent in the disposition of cases grinds grimly on.

Back of this procedure are the beliefs that the college youth is an adult; that he is thoroughly oriented in morals, ethics, and experience; that right and wrong, good and bad, are things that he firmly understands when he comes to college; that the rod of chastisement is the cure for student offend-

ers; and that the measure of expulsion is the purge for the student body. It seems as if most of us are saying, "We take only good boys in our universities. If any of you are bad we will send you from our midst."

And yet I wonder whether this philosophy, at least under modern conditions, is sound? Are students adults? Certainly most of them are not very mature. Take the matter of sex, which gives us some of our difficulties. Functionally the boy or girl of college age is an adult but he certainly is not in attitudes of sex. The college age is a period of high sex tension. Fundamental attitudes are in the process of development and formation. Accompanying this process is a vast amount of puzzling and a considerable amount of experimentation. The critical attitudes just get into full swing with the boy of college age. He is away from home for the first time, he feels the independence of approaching adulthood, and in consequence engages in many momentary fancies.

The college community certainly could not be considered the abode of maturity. To college life has been affixed a long series of traditions and attitudes that are anything except mature. The grotesqueries of fraternity institutions, the delirious football celebrations, the fistic conflicts with the civil police, the festooning of campus steeples are hardly activities for grandfathers. In the college boy we are dealing with the full-fledged spirit of youth—with youth that is merging into manhood.

Furthermore, in judging the advancement and stage of development of the college boy we can not overlook some of the salient factors operating in society at large—the tremendous change going on in the status of the woman, and man's relation to her; the great problem of attitude toward prohibition; the tremendous changes going on in the condition of the church, and equally important changes going on in the home.

Personally I do not believe the methods of the old civil courts to be satisfactorily adapted to the college boy, nor is the philosophy behind it. Furthermore even if one will take his cue from the courts he would not fail to see the changing attitudes which are appearing. The law now recognizes the difference between adult and juvenile cases. The methods of arraignment and the disposition of the case differ. Probation work along advanced lines for both juvenile and adult cases is receiving considerable attention and widening trial.

There is another aspect of the question which injects itself for consideration. Have not the experiences of the last ten or fifteen years demonstrated the futility of aiming education vaguely at the mind of youth without regard for his character and personal development? Is there any foundation for saying that a boy of college age needs no guidance or education in his personal problems? Or as educators, is there any justification in refusing to have either sympathy in dealing with them or any willingness to furnish our best mental and financial resources for exploring and marking out pathways for finer personal adjustment? Back of many of our disciplinary cases is a curious, mischievous, experimenting boy who is attempting to learn how and where to direct his energies. Back of the conduct of others are boys suffering with physical difficulties. Other cases present ethical and moral standards curiously twisted and gnarled by the gusty forces of ignorance and environment. And like the twisted limbs of little boys the process of straightening needs patient and skillful treatment. Careful we must be of our selection of boys but once selected we owe them the greatest of our resources.

It is along this general philosophy that we are attempting to develop our work with conduct problems at Northwestern. I am not presenting our initial attempts as models. Your conditions may differ greatly from ours. Your experience possibly points you in a different direction. But we are attacking this great problem and have set up a type of machinery that may be of interest to you.

We have formed a central committee to provide two types of service. The first service is that of consultation. The group is comprised of some of our men who are most skilled in dealing with boys' problems. We meet together to exchange points of view and experience in the actual problems that arise on the campus. The other service is administrative in that any one of us can call on any other to assist in any matter of men's work. This is in direct contrast to a body that is merely legislative or judicial.

In the group at the present time are the Personnel Director, presenting the personnel point of view; a member of the Philosophy Department, representing the philosophical background; a combined psychologist, psychiatrist, and mental hygienist; the Director of Physical Hygiene to work out the physical program; and myself, as the Dean of Men. We hope to add to this group next fall a physician and the Director of Religious Work. We intend, too, to maintain a contact with the local Police Department for cases involving breaches of the civil law.

With this service established I am attempting in my work to extend the amount of follow up work on cases of individuals. Instead of the old method of disposing of a case once and for all time, I am attempting to keep in close contact with the boy and follow his subsequent development. The records that I am using are patterned somewhat after those of Southard and Jarett of the Boston Psychopathic Hospital.

It is of course too early to make any statements relative to our successes or failures. But I believe that regardless of the success or failure of our efforts the time has come for colleges and universities to make a conscientious effort to expand our knowledge of the conduct problems of boys of college age, and to tabulate our results in a careful and systematic way. It might be thought that a scientific approach to these complex problems is impossible but the same thing might have been said of the mystifying problems of disease at the time when doctors were merely barbers, or at the time when mental disorders were regarded as products of the devil. As Deans of Men it is our obligation to further insofar as we can this work which determines to such a great degree the stamina and worth of the boys we send out from our American universities.

Dean Moody: I think one thing we always should keep in our minds is the group, what is best for the group. While we must think of the group, we must also never forget that the way to develop a group consciousness is through the individual. In my own case in handling questions, I find my own mental attitude very important.

I had a boy who would be twenty years of age, had he lived. In the years somehow as I deal with the individual, I frequently say, what would I do with him if he were mine? I have another boy fifteen years of age, I not only think of what I would do with the other boy, but what would I do in dealing with this group situation so that they would give my fifteen-year-old boy an opportunity to grow and develop along lines insuring him success.

I think when we think of this matter of discipline, we should think of it as administrative. Somebody said yesterday he did not want to have anything to do with discipline.

I think the first thing in handling administrative or disciplinary matters is that there must never be any moment that his mind is not open to be changed.

It matters not what comes into my office, I have never yet asked any student to tell me what another student has done. I had this experience not long ago. A boy had been charged with a very serious matter and I did not think anybody knew about it except this boy, one professor and one or two other outsiders. As a rule, I don't think the boy will lie to you. My experience is they will not unless we provoke them to it. The boy came in with this sort of attitude, doggone you, I would not be here if I did not have to be. I asked him to sit down, I want to talk with you a little. All right, what you want? Just want to talk with you a little bit. Now this thing has come to my attention. I don't know whether you are guilty or not. I have refused to get information from another place on the theory you would tell me the truth if I came to you. He told me, and it was worse than I thought. He finished up by saying, By George, I did not come in to tell you the truth.

Our office is not the office of saving the group or individual only, but of saving the group by means of the individual.

Dean Bradshaw: I wish to say a word about the coordination of the agencies within the institution dealing with the student as an individual. We have had for this the second year a Student Welfare Board, that meets every now and then to discuss matters relating to welfare of the campus and the individual. The Board does not act as an administrative agency. How does your group act?

Dean Armstrong: The idea is threefold. If I desire, before starting a case on its course, I have access to the combined point of view of these men—each an expert in his field. Secondly, the group is of great value for technical information—philosophy, religion, medicine, etc. Thirdly, each man is a point of contact with students and is actively engaged in working with students. It is a working organization not a legislative organization.

Following this discussion, the President, Dean Field called on Dean Cloyd of North Carolina State College to present the results of his current study of the program and organization of college personnel work. This follows in outline form:

#### A STUDY OF COLLEGE PERSONNEL

Summary of a questionnaire sent to 45 colleges and universities.

Replies received from 35.

1. *Do you have a Personnel Department?*

Affirmative replies, 13.

Negative replies, 22.

A large number of those replying in the negative are doing a great deal of Personnel Work but the work is not centralized.

2. *How long have you had such a department?*

Replies indicate time varying from a period of 3 months to 14 years.

3. *How many persons give part or full time to the work of this department?*

From 1 full time to as high as 5 full time and 3 half time.

Average full time is 2.7 persons.

Average part time is 2.6 persons.

In one case 4 full time persons and 4 office helpers.

4. *What is the approximate budget of your department?*

Received 10 replies.

Varies from "nothing," where the expense is carried under budget of another department or in the General Administration Budget to \$31,000 in one case, which include the salaries of 4 full time persons.

5. *Do you have a Dean of Students?—meaning a Dean of Students or a Dean of Men in coeducational institutions.*

24 replied "yes."

2 replied "no."

1 has Dean of upper-classmen and a Dean of freshmen.

6. *Is he the director of your personnel department?*

8 replied in the affirmative.

1 said "on the committee."

3 replied "no."

7. *Does he do any teaching?*

Received 20 replies.

12 affirmative.

Amount of teaching varying from 1 class, up to 10 hours per week. Average hours of teaching 6 1-3 hours.

8 replied that Dean of Students does no teaching.

8. *What is your approximate enrollment?*

20 replies were received.

The smallest enrollment is 549.

The largest enrollment is 12,000.

Only 4 of the twenty have fewer than 1,000 students.

Of the 8 institutions having definitely organized Personnel Departments, who gave their enrollment, the average enrollment is 3,423 students.

Only one of these 8 institutions has fewer than 1,000 students. Its enrollment is 700.

#### *Conclusions*

77 per cent of the institutions replied to my questionnaire.

37.1 per cent of those replying have definitely organized Personnel Departments.

1 expects to organize as soon as a suitable man can be found.

3 have Personnel Departments in certain departments or colleges such as the College of Technology in the University of Maine or the Sheffield Scientific School of Yale.

One Dean of Men says, "I feel the need of such a department."

Another says "we are studying the question, looking toward organization."

Much Personnel Work is being done by the Deans of Men and Deans of

Women and by certain individual members of faculties, but in most cases the work is not centralized or coördinated so as to make the results available.

For example, notable work has been done and is being done at the University of Minnesota by the Committee on Educational Guidance.

Of those having organized Personnel Departments, in 66 2-3 per cent of them the Dean of Students is the Director of Personnel.

In 60 per cent of the institutions the Dean of Men does some teaching.

At this point the Committee on Resolutions presented the following which was unanimously and heartily adopted:

Whereas, the ninth annual meeting of the Deans and Advisers of Men has been singularly profitable and pleasant because of the excellent work of our president, Dean Floyd Field, in planning and carrying out the program and because of his kindly hospitality and that of the presidents of the Georgia School of Technology and of Emory University and of Agnes Scott College, and the various members of their faculties.

Be it resolved that our hearty appreciation be hereby expressed to Dean Field and his splendid family; to President M. L. Brittain and his wife; to President H. W. Cox of Agnes Scott College; to Emory University; to President McLain of Agnes Scott College; and Doctor Comer Woodward of Emory University; and to those faculty members from Georgia Tech and Emory University and other friends who have so delightfully entertained the visiting deans and their wives.

V. I. MOORE,  
G. B. CULVER,  
J. M. VANCE,

*Committee on Resolutions.*

A motion for adjournment then brought to a close a most happy meeting.

Respectfully submitted,

FRANCIS F. BRADSHAW,  
*Secretary-Treasurer.*

Chapel Hill, N. C.  
October 10, 1927.





## **APPENDIX**

- A. Roster of those in attendance.**
- B. Summary of previous meetings.**



# APPENDIX A

Name and Address	Title	Institution	Fraternity	Number Men Stu- dents
Armstrong, J. W., Evanston, Ill.	Dean of Men	N. W. Univ.	Wrangler	1,500
Backman, S. G., Athens, Ga.	Dean of Men	U. of Ga.	S.A.E.	1,250
Bradshaw, F. F., Chapel Hill, N. C.	Dean of Students	U. of N. C.		2,600
Brandon, E. E., Oxford, Ohio	Dean Col. Lib. Arts	Miami Univ.	Phi.K.T.	800
Bursley, J. A., Ann Arbor, Mich.	Dean of Students	U. of Mich.		7,500
Chatburn, G. R., Lincoln, Neb.	Dean of Men	U. of Neb.	Acacia	3,000
Clark, T. A., Urbana, Ill.	Dean of Men	U. of Ill.	A.T.O.	8,000
Cloyd, E. L., State College Station, Raleigh, N. C.	Dean of Students	N. C. State	Phi.K.T.	1,180
Coulter, Stanley, Lafayette, Ind.	Dean Emeritus	Purdue Univ.	B.T.P.	
Culver, G. B., Stanford Univ., Calif.	Dean of Men	Stanford Univ.	D. U.	2,600
Dawson, F. M., Lawrence, Kansas	Men's Student Advisor	U. of Kansas		2,400
Dirks, L. H., Greencastle, Ind.	Dean of Men	De Pauw Univ.		930
Doyle, H. G., Washington, D. C.	Advisor to Men's Org.	Geo. Wash. U.	Pi D.E.	2,500
Duerr, A. E., New York	Chairman School Com.	Interfrat. Conf.	D.T.D.	
Field, Floyd, Atlanta, Ga.	Dean of Men	Georgia Tech.	Th. X.	2,000
Fisher, M. L., W. Lafayette, Ind.	Dean of Men	Purdue Univ.	S.Pi.	3,000
Goodnight, S. H., 201 South Hall, Madison, Wis.	Dean of Men	U. of Wis.	K.S.	5,000
Graber, M. E., Sioux City, Iowa	Dean of Men	Morningside Col.	S.Xi.	300
Harrison, W. D., 102 State Hall, Pittsburgh, Pa.	Dean of Men	U. of Pittsburgh	S.A.E.	7,000
Hart, C. D., Syracuse, N. Y.	U. Health Of. and Wel- fare of Men	Syracuse Univ.	B.T.Pi.	2,500
Holt, J. G., Tifton, Ga.	Dean of Men	S.Ga.A. & M.Col.		110
Johnston, J. R., 102 State Hall, U. of Pittsburgh, Pittsburgh, Pa.	Asst. Dean of Men	U. of Pittsburgh	T.D.P.	7,000
Julian, J. H., Vermillion, S. D.	Dean of Stud. Af.	U. of S. Dak.		584
Kremers, Harry, Cedar Rapids, Iowa	Dean of Men	Coe College	P. K. P.	425
Massey, F. M., Knoxville, Tenn.	Dean of Men	U. of Tenn.	P.K.A.	1,500
Melcher, C. R., Lexington, Ky.	Dean of Men	U. of Ky.	D.T.D.	1,500
Moody, H. W., A. & M. College, Miss.	Dean, School of Eng.	Miss. A. & M.		1,215
Moore, V. I., Austin, Texas.	Dean of Men	U. of Texas	K.S.	3,100
McConn, C. M., Bethlehem, Pa.	Dean of Men	Lehigh Univ.	S.A.E.	1,500
Nicholson, E. E., Minneapolis, Minn.	Dean of Stud. Af.	U. of Minn.	B.T.P.	7,500
Nicol, C. W., 196 Forest St., Oberlin, Ohio	Dean of Men	Oberlin College	B.T.P.	725
Patton, L. K., Atlanta, Ga.	Instructor Math.	Georgia Tech.		2,000
Purdum, T. L., Columbia, Mo.	Acting Dean of Men	U. of Missouri		2,800
Ripley, G. E., Fayetteville, Ark.	Dean of Men	U. of Ark.		1,040
Sanders, W. L., Delaware, Ohio	Dean of Men	Ohio Wesleyan	S C.	900
Sanford, S. V., Athens, Ga.	Dean of University	U. of Georgia	K A.	1,250
Smalley, W. T., Macon, Ga.	Dean of Freshmen	Mercer Univ.		700
Smiley, E. K., Grand Forks, N. Dak.	Dean of Men	U. of N. Dak.	B.T.P.	1,000
Thompson, J. J., Northfield, Minn.	Dean of Men	St. Olaf College		566
Vance, J. M., Wooster, Ohio	Dean of Men	College of Wooster		375
Wahr, F. B., Ann Arbor, Mich.	Asst. Dean of Stud.	U. of Mich.	A.S.P.	
Woodward, C. M., Emory Univ., Ga.	Dean of Men	Emory Univ.	S.Nu.	1,300
Zumbrunn, A. C., Box 149, Dallas, Texas	Dean of Men	So. Meth. Univ.		1,000
Total				93,120

## APPENDIX B

### SUMMARY OF PREVIOUS MEETINGS

Since so many of those now attending this Conference have recently joined, it has occurred to the secretary that a summary account of previous meetings might be of interest to many receiving these minutes.

The first meeting, held during the spring of 1919, was result of initiative of the "Big Ten" deans and attendance was small.

At the third meeting held in Iowa in 1921, there were sixteen in attendance and for the first time the secretary, Dean Goodnight, was instructed to print and distribute the minutes. From this and succeeding reports of minutes the following summaries are taken:

STATISTICAL TABULATIONS

Meeting	Present	Words in Minutes	Place	President	Secretary†
3rd	16	6,000	Iowa.....	T. A. Clark.....	S. H. Goodnight
4th*	20	12,500	Kentucky.....	Nicholson.....	S. H. Goodnight
5th	17	12,020	Purdue.....	Coulter.....	Nicholson
6th**	29	30,100	Michigan.....	Bursley.....	Nicholson
7th	31	46,000	North Carolina.....	Rienow.....	Bradshaw
8th	46	50,000	Minnesota.....	Melcher.....	Bradshaw
9th	43	30,000	Georgia Tech.....	Field.....	Bradshaw

The following lists indicate the topics that have appeared on the minutes most prominently during the six sessions:

#### THIRD MEETING

1. Student Government.
2. Fraternities.
3. Scholarship Reports.
4. Regulation of Social Life.
5. Student Health.
6. Absences.
7. Auditing accounts of Student Organizations.

#### FOURTH MEETING

1. Theta Nu Epsilon.
2. Helping the Freshman.
3. Price of Dance Orchestras.
4. Bad Checks.
5. History, Development and the Duties of the Office.

#### FIFTH MEETING

1. Personal Work of Dean.
2. Fraternity Discipline.
3. Limitation of Extra Curricula Activities.
4. Control of Accounts of Student Organizations.

\* No minutes were printed during Dean Goodnight's first year of service as Secretary.

\*\* By mutual agreement Dean Bradshaw published the minutes of the North Carolina meeting instead of Dean Nicholson, the outgoing Secretary.

† To serve three years.

5. Should a Student Choose His Course at the beginning or close of the Freshman Year?
6. The Anti-Fraternity Campaign.
7. The Responsibility of the University for the Control of the Moral and Social Life of the Students.
8. Rooming House Problems.
9. Guidance Activities in American Colleges and Universities.

#### **SIXTH MEETING**

1. What are typical functions?
2. How can a dean come into closer personal contact with a large body of students?
3. Personal work and vocational guidance.
4. How can students be stimulated to greater and more intelligent interest in problems of the day?
5. Relation of the General and Professional Fraternity to the University.
6. What should be ultimate aims:  
     Scholarship requirements for pledging and initiation.  
     Eligibility requirements for extra-curricula activities.  
     Student Government, its character and extent.

#### **SEVENTH MEETING**

1. Fraternities.
2. Sophomore pledging.
3. Study of prevalence of the office of the Dean of Men, and its functions.
4. Extra-curricular activities.
5. Uniform method of reporting fraternity scholastic rank.
6. Student morality.
7. Dormitories.
8. Class scraps.
9. College spirit.
10. Rooming house inspection.
11. Bad checks.
12. Automobiles.

#### **EIGHTH MEETING**

1. Fraternity housing, pledging and scholarship.
2. Student government and welfare; sex, social, education, religious agencies.
3. Relationships of the dean's office.
4. Social life of unorganized students.
5. Freshman problems: freshman week, selection of students, college placements examinations.
6. Personnel Bureau and Dean's Office.
7. Procedure in Personnel work.
8. Liquor Problems.
9. Student Loans.
10. Maintaining personal contact in large Institutions.

## **NINTH MEETING**

1. The Unorganized Groups' Social Life.
2. Fraternities.
3. Student Government.
4. Automobiles.
5. The student who works to provide expenses.
6. Social customs and regulations.
7. Freshman orientation and guidance.
8. Discipline.
9. The Organization of College Personnel Work.